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ABSTRACT

Designed to coordinate composition instruction between the primary and senior high school years, this curriculum guide presents a system for both the direct teaching of specific composition objectives and the assessment of student achievement and program effectiveness. The first of the guide's five major sections explains the curriculum's scope, purpose, and means of assessment. Divided into primary, intermediate, junior high school, and senior high school units, the next four sections explain grade-appropriate work/study and common writing objectives, describe required and chosen units of study, and list source materials and possible writing activities. They also present advice on helping students take standardized tests. Each section builds on the student skills in informative, expressive, and elicitive writing developed in the previous units. The appendixes offer a series of grids on age-appropriate writing experiences and skills, a glossary of writing terms, a description of how the curriculum was developed, a style guide, and sample student diagnosis records. (MM)

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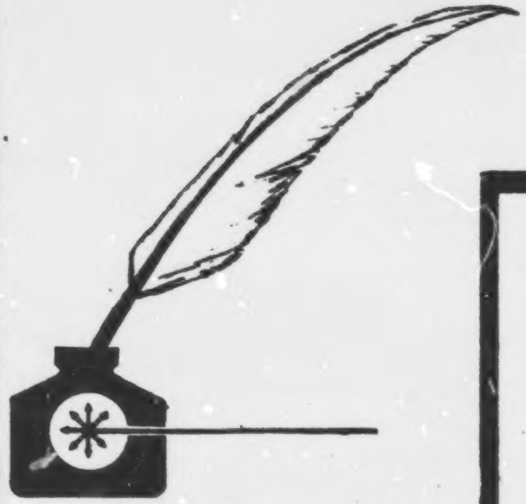

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TARGET: WRITING

A WRITTEN COMPOSITION CURRICULUM

K-12

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LINCOLN PUBLIC SCHOOLS
Instructional Services
Lincoln, Nebraska

TARGET: WRITING

A Written Composition Curriculum

Instruction by Objectives
K-12

INSTRUCTIONAL SERVICES
Lincoln Public Schools
1980

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Second Edition, 1979: Additions of "Chosen" Units, Codings, Activities, Standardized Test Helps, Appendices C, D, E, F; Revisions of Appendices A and B.

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Lincoln Public Schools
Lincoln, Nebraska

TARGET: WRITING, A Written Composition Curriculum, is the product of work by these Lincoln Public Schools teachers, 1977-1980.

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January, 1982

TARGET: WRITING, K—12

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Lincoln teachers at each level (primary, intermediate, junior high, and senior high) receive only the section of the TARGET: WRITING guide which pertains to their students, unless they request additional sections. Guides are distributed at inservice sessions which explain the philosophy and structure of the curriculum and involve teachers in composition instruction activities exemplifying best practice. Reading, writing, speaking and listening are correlated for instruction. Lincoln Public School guides correlated with TARGET: WRITING include:

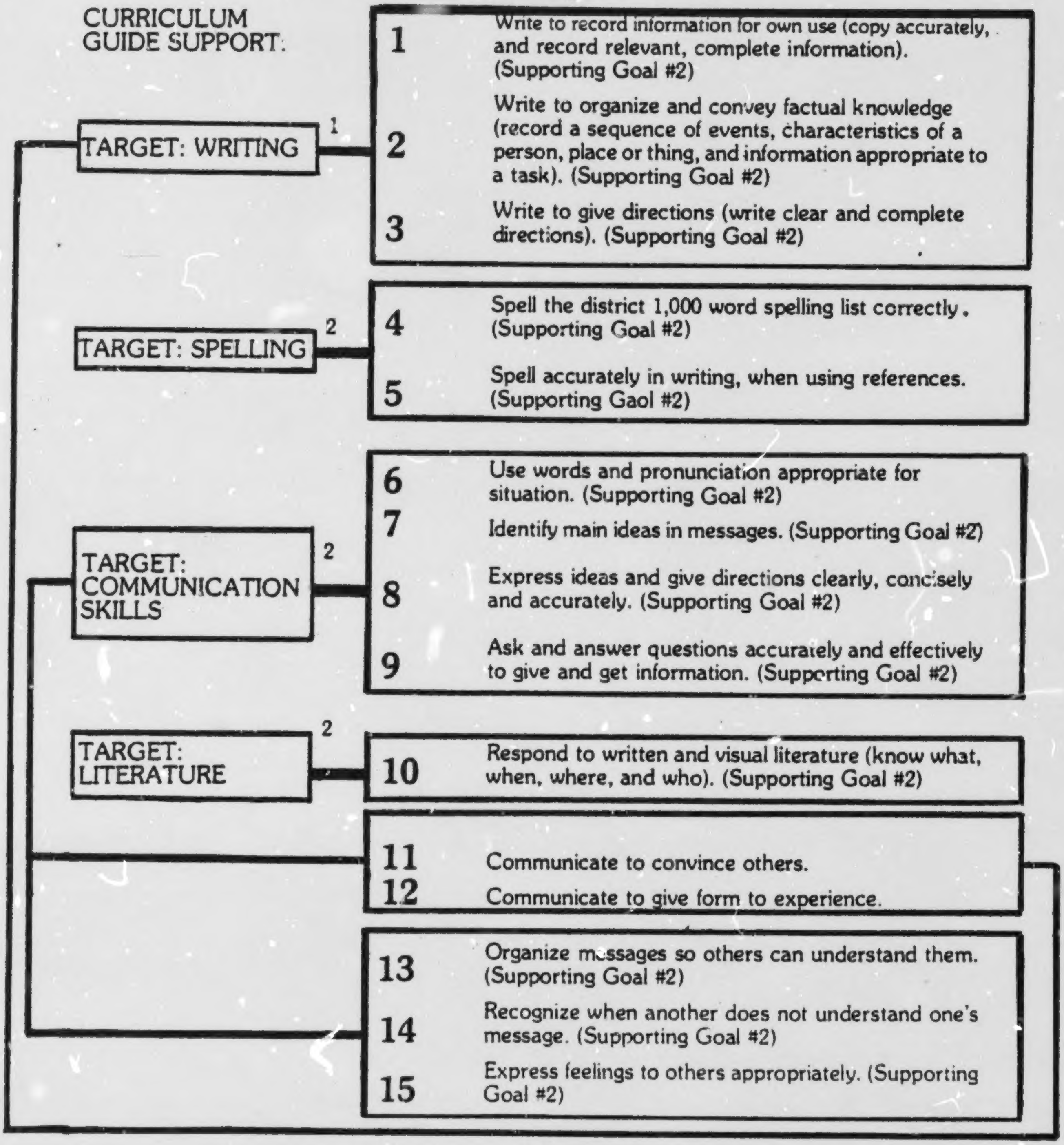
1. **TARGET: LITERATURE** (1981)
   This response-based curriculum guide includes literary concept, analysis and response learnings, K-12, the district literature list, and lesson planning guides.
2. **TARGET: SPELLING** (1981)
   Based on University of Iowa research,this guide includes research- supported teaching practice, spelling lists, and resources, K-12.
3. **TARGET: COMMUNICATION SKILLS** (1981)
   Speaking, observing, and listening learnings for instruction in elementary creative dramatics, secondary media, communications, speech, drama and English courses are the subject of this pre-school through twelfth grade guide.

All guides combined research and classroom teaching experience in their development. All specify scope (breadth) and sequence (year by year progression) for instruction. They are available free of charge to Lincoln Public Schools staff members through inservice arranged by the English Office, Box 24, PSAB or from the Lincoln Public Schools Distribution Center. Price lists are available from Lincoln Public Schools Instructional Services, Box 82889, Lincoln, NE 68501, for purchase outside the district.

ENGLISH

Graduation Requirements

Learnings



CURRICULUM GUIDE SUPPORT:

TARGET: WRITING[1]

1 Write to record information for own use (copy accurately, and record relevant, complete information). (Supporting Goal #2)

2 Write to organize and convey factual knowledge (record a sequence of events, characteristics of a person, place or thing, and information appropriate to a task). (Supporting Goal #2)

3 Write to give directions (write clear and complete directions). (Supporting Goal #2)

TARGET: SPELLING[2]

4 Spell the district 1,000 word spelling list correctly. (Supporting Goal #2)

5 Spell accurately in writing, when using references. (Supporting Gaol #2)

TARGET: COMMUNICATION SKILLS[2]

6 Use words and pronunciation appropriate for situation. (Supporting Goal #2)

7 Identify main ideas in messages. (Supporting Goal #2)

8 Express ideas and give directions clearly, concisely and accurately. (Supporting Goal #2)

9 Ask and answer questions accurately and effectively to give and get information. (Supporting Goal #2)

TARGET: LITERATURE[2]

10 Respond to written and visual literature (know what, when, where, and who). (Supporting Goal #2)

11 Communicate to convince others.

12 Communicate to give form to experience.

13 Organize messages so others can understand them. (Supporting Goal #2)

14 Recognize when another does not understand one's message. (Supporting Goal #2)

15 Express feelings to others appropriately. (Supporting Goal #2)

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[1] Piloted in 1978, implemented in 1979

[2] Piloted in 1981, implemented in 1982

HOW TO USE THIS GUIDE:

TEACHER'S YEAR-PLANNER FOR TARGET: WRITING

Here's a checklist to help you plan a year's required composition instruction in the TARGET: WRITING curriculum. Follow each step and adjust it to your students, your materials, and your plans for other instruction. The result should be an organized plan for integrated composition instruction.

Self-Check

__________ 1. FIND AND REVIEW THE UNITS ASSIGNED TO YOUR GRADE LEVEL.

There are four for most years, although some primary years have three and others have five. The units are in the early pages of the color-coded section for your teaching level.

Note: IF YOUR STUDENTS ARE FROM TWO YEARS GROUPED TOGETHER, DECIDE WHICH OF THESE OPTIONS YOU WILL FOLLOW:

a. Teach the units for the lower grade in the first year, the units for the higher grade in the second year, the units for the lower grade in the third year, and so on.

b. Pick and choose at least four units for each year from all the units offered for the two years, according to what you know about your students. Be sure to cover all the units in a two-year period.

__________ 2. DECIDE WHEN, AND IN WHAT ORDER, YOU'LL TEACH THE UNITS, AND BLOCK OUT THE TIME IN YOUR LESSON PLAN BOOK.

The units are numbered in sequence, but you can rearrange the order to fit your needs; specifically, to correlate composition with other things you'll teach: literature, social studies, field trips, etc. The numbered sequence in the guide is for convenience only, and should be followed if you have no reason for reordering. Be sure to teach *all* the units in any one year.

__________ 3. FIND THE CODING PAGES FOR THE UNITS FOR YOUR YEAR (See Table of Contents.)

In whatever instructional materials you have that are coded, find the pages that support the objectives and units for your year and review them. Decide which ones you will use, estimate the time you think they'll take, and note them in your lesson plan book (in pencil, to allow for future changes.)

__________ 4. FIND THE ACTIVITY PAGES FOR THE UNITS FOR YOUR YEAR (See Table of Contents.)

Decide which ones you'll use as they're described and which ones you'll adjust, and how. Note them in your lesson book.

__________ 5. READ THE *EXPERIENCES PROVIDED* GRID (russet) TO REVIEW FORMS OF WRITING AND REFERENCE MATERIALS FOR THE YEAR.

In your lesson plan book, note the form of writing or reference materials that you can correlate with each teaching activity (whether commercial or teacher-written) that you plan to use.

__________ 6. ON THE *WRITING MECHANICS* GRID (gold) NOTE THE INTENSITY OF TEACHING FOR THE ITEMS FOR THE YEAR AND WRITE IN YOUR LESSON PLAN BOOK THE ITEMS YOU PLAN TO EMPHASIZE WITH THE ACTIVITIES YOU'VE PLANNED (whether commercial or teacher-written).

__________ 7. DECIDE WHEN YOU'LL GIVE STUDENTS EXPERIENCE WITH STANDARDIZED TESTING FORMATS AND CONCEPTS.

See the final white pages in your color-coded section of the manual. Mark the times in your lesson planning book.

__________ 8. MAKE ANY NECESSARY SUPPORTING PLANS.

For example: call resource speakers, arrange for field trips, order texts from the bookroom.

HAVE A GREAT WRITING YEAR!

PURPOSE

The purpose of this curriculum is to provide for all students learning opportunities which will enable them to develop skills, attitudes, and knowledge to communicate effectively in writing.

GOALS

As a direct result of participating in this curriculum, students should be able to demonstrate—in writing tasks appropriate for their level of development—that they are achieving proficiency in writing expected of competent and responsible adults in our society, including writing related to exploration of career goals.

RATIONALE

English language arts include speaking, listening, reading and writing. They should be as interrelated in instruction as they are in life application. Objectives for writing are identified in this curriculum to provide scope and sequence for student instruction, and articulation of program for teachers and parents. These objectives are taught in conjunction with speaking, listening, and reading activities.

Neither educators nor community members may reach consensus as to precisely which writing abilities society expects of competent adults, or the degree of writing expertise necessary for adequate communication. This does not, however, imply that such expectations should not be established. **It is vital that all persons operate from the same language symbol basis in written composition or the concept of communication in writing is meaningless.** Only when the conventions of written communication established by society are used is writing understood by the reader as intended by the writer. The development of knowledge about these conventions, the attitude toward them and the skill in their use is, in large part, the responsibility of the schools. "Conventions," as used here, include both the essential and the artistic. English language arts teachers are concerned with a range of writing instruction which includes both, and which builds on students' innate understanding of the grammar of their language from their pre-school experience with it.

Developers of the curriculum recognize the value of literature in the development of student writing skill. Exposure to models of fine writing is an aid to student writing. The content of literature frequently operates as motivation for student involvement in English language arts. Program emphasis on literary themes alone, however, can cause composition to become incidental to literary analysis, as there is often not enough time available to do justice to both. Literature is not equally motivating to all students. **TARGET: WRITING is a system for direct teaching of specific composition objectives which may be integrated with the study of literature but is not dependent on or incidental to the study of literature.** Teaching practice indicates that language derived from classroom and life experiences, including literature, is essential to effective composition instruction.

The curriculum objectives do not represent all student learnings; they deal only with those which can be described in terms of observable student behavior. Beyond those are the learnings which are non-demonstrable in the classroom or those which may be demonstrated in times and circumstances far removed from the classroom. **The advantage for students of this narrowing of focus to the observable is that both they and the teacher are provided with clearly stated characteristics of instruction.** Skill objectives, which predominate, incorporate knowledge and positive attitudes. A major function of the attitude objectives is to promote positive student self-concept through writing.

Classroom achievement of the objectives, although in this curriculum no more a guarantee of similar student achievement at a later time than it is in any other, provides students with the security of an essential, desirable data base beyond which they may move according to their individual preferences and abilities. Specification of times for introduction, focus, reinforcement, and maintenance of learning strengthens its retention.

If there is no curriculum for writing, each classroom teacher must make daily choices from a universe of possibilities for instruction. Student, parent, teacher, and community concern have indicated that learning activities so chosen, unrelated to what has gone before or what will come after, are inadequate. If there is no curriculum for writing, teachers at any level may merely reteach what has been taught before, or fail to provide essential instruction. Instead, writing instruction at any level should build on and expand what has gone before. In order for this to happen, expectations at all levels must be communicated, as they are in **TARGET: WRITING.**

This curriculum provides both a sequence of writing instruction for students and a means for assessing their competence as a result of that instruction, through response to writing tasks suitable for their developmental level. These assessment tasks are designed for primary, intermediate, junior high, and senior high years. They may be administered at any time when a school or the district believe that a group of students has achieved competence. They provide criterion-based data about both student competence and program effectiveness. The tasks were written by classroom teachers, piloted by students, reviewed by other classroom teachers, and rewritten as needed. Writing of assessment tasks was one of the first steps in curriculum development. It was assumed that such typical writing experiences are holistic combinations of many writing skills. These skills, analyzed from the tasks by teachers applying knowledge about students, learning theory, and the teaching of writing, become objectives for instruction for each year. Assessment, therefore, relates directly to instruction.

Following Bruner's theory of a "spiraling" curriculum, in which earlier learnings are later reinforced and extended, the curriculum is, to the extent that successive relationships can be identified, cumulative. There are wide differences among linguists as to whether some concepts *must* be understood before subsequent concepts *may* be understood. **This curriculum is empirical, or experience-based; the writing objectives are sequenced so that the learning of one skill, attitude, or concept facilitates the learning of subsequent skills, attitudes, or concepts. It subscribes to Bruner's and Ausebel's theories that those learnings which are basic, central, or unifying to a discipline should be taught early, so that later learning may be subsumed.** For example, organization of data is an example of a basic principle of writing. Introduced to primary students through the teaching of sequential order in such exercises as a simple list of how-to-do it directions, it is continued in the intermediate and junior high years in the identification of main topic and subtopics, and culminates in senior high instruction in the development of an introduction, a body, and a conclusion for a longer piece of writing.

Advantages of this curriculum.

1. It is the basis for instruction through successive changes in textbooks, and provides criteria for the selection of textbooks and other instructional materials.
2. While establishing both short- and long-term objectives for instruction, it **offers teachers freedom to plan individually for materials and activities to reach them.**

3. By offering objectives in both year-by-year and groups-of-years formats, it **supports differences in school organization within the district.**

4. It specifies objectives for instruction each year for most students, with ready access to alternatives for students who need them.* **It thereby provides the guidance requested by the classroom teachers, who necessarily spend most of their time planning instruction for groups of students rather than individuals.** Individual differences may be taken into account in the manner in which the student reaches the objective (e.g., expectation, content, form). Teachers like the idea of taking each student from where he or she is to the next education step *for that student* but can achieve such "magic moment" teaching more readily when supported by objectives for most students.

5. **Through the assessment tasks, the curriculum offers a controlled, holistic criterion-referenced means of gathering information about student writing competence for reporting to patrons.** The tasks share elements of pre-writing motivation, adequate time for writing, student knowledge of criteria, adequate time, and structure for proofreading with the district assessment tasks described in the "Testing" section of this guide. These elements reflect the best practice in writing instruction.

6. The curriculum combines oral and written language skills with thinking skills, as all are essential in writing. Analytical thinking skills are, of course, utilized before and during writing; they are utilized after as the writer edits and rewrites. As this is true to greater or lesser extent in life, so it is to greater or lesser extent in the writing objectives and the assessment tasks. Curriculum emphasis changes from primary acceptance of the students' own language, and language development activities using no terminology (or using it only incidentally), to intermediate (fifth and sixth grades) introduction of grammatical terms sufficient to provide a common vocabulary for students and teachers. In the junior high years, knowledge of the structure of the language and use of terminology are deepened, **but always in the context of the actual writing which makes such learnings meaningful.** Senior high language emphasis is on maintenance of language learnings through ever-widening application.

7. The curriculum ranges from simple to complex at each level rather than from simple in the early years to complex in the later years. For example, students have instruction in sentence structure at succeeding levels, as the ability to write a well-structured sentence does not necessarily *precede* the ability to write a well-structured paragraph. Neither does the curriculum assume that the ability to write a well-structured paragraph precedes the ability to write a well-ordered longer paper. Writers know that it is not necessarily simpler to write a well-structured sentence than it is to write a well-structured paragraph, or simpler to write a well-structured paragraph than to carefully order a paper; they are *different* skills. As they do differ in extent, however, there is emphasis on instruction to write complete sentences at the elementary level, to group thoughts in well-defined paragraphs at the junior high level, and to order longer pieces of writing at the senior high level. Concurrently, the concepts of what a sentence is and can be, of what a paragraph is and can be, and what a longer paper is and can be, broaden with succeeding years.

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*"Chosen" units and activities for the gifted are in this guide. Adjusted Curriculum for English units for students who benefit from special support are printed separately, and are available from Instructional Services, English, PSAB.

8. Mechanical skills of grammar, usage, capitalization, punctuation, and spelling are taught and assessed to the degree considered appropriate for students' developmental level. The writing objectives provide for their direct teaching, rather than assuming that the skills will be learned incidentally. Direct teaching does not necessarily mean teaching in isolation or teaching by rote. It does mean that instruction is sometimes focused on specific parts of writing as well as on the whole, and that students are helped to generalize the specific skills they practice to the larger writing experience. Rote experiences are avoided when the teaching of mechanics is related to purposeful student writing. Students learn more readily when they are shown the *need* for proficiency in the use of mechanics: to convey the written message effectively. Many teachers have learned from their own experience that drills and exercises are essential for acquiring many skills and concepts that do not occur frequently or repetitively enough in more natural settings. **Although it is possible for students to learn some things incidentally, deliberate and guided effort is required for the efficient learning of most types of academic skills.**

9. **Because it is teacher-written, it is practical in its classroom application.** The curriculum bridges some of the gaps between language and composition research and what happens day by day in the classroom. Curriculum writers were fortunate to have workshop time to do this, as such time is not readily available to teachers as they deal with large numbers of students.

Although this is a sequential curriculum it is important to remember that the growth of writing competence is not a smooth progression toward one absolute performance standard. Neither, as Roger A. McCaig of the Grosse Pointe Public Schools System has written, is learning to write "a matter of learning not to make errors. The child who has already demonstrated control of the basic sentence patterns in the later elementary school years suddenly begins to make a rash of sentence errors in the middle years as he attempts to use a wider range of patterns to express his increasingly complex ideas. The first grader who makes a groping attempt to express conversation in his writing should be evaluated as a youngster exhibiting unusual growth, not one making too many mechanical errors. If the foundation for the evaluation system is a developmental view of learning rather than a frozen standard of writing, then a greater value will be placed on experimenting with higher stages of development than rehearsing behaviors already mastered."

TARGET: WRITING curriculum objectives are instructional tools: they must be used humanistically by teachers. Evaluation, correctly applied, is another valuable tool to encourage student growth in writing. Too much emphasis on error alone may subtly influence students to use only "safe" words and structures, to use only words they know how to spell, to use only the language patterns hallowed by use or overuse, rather than to adventure with language. A misspelled word, in writing generated by the student, indicates that the word is at least part of the student's data bank; the appropriateness of its use, or at least the reason for its use, needs to be recognized before, or perhaps instead of, concern about the inaccuracy of its presentation.

Characteristics of Good Composition Instruction

The curriculum is an organizer for instruction. Whatever the strand, the unit, or the objective, the constants for instruction for all writing in the curriculum include these:

1. **Pre-writing motivation**
   This includes activities designed to encourage the student to begin thinking about the writing to be done. This is the "set" established by the teacher, in which the task at hand is related to what has gone before, either in the classroom or in the student's own experience. The age-old rule is, "If you dictate the form, free the topic: if you dictate the topic, free the form." Pre-writing time should include brainstorming or discussion of whichever element is freed for the assignment.
2. **Adequate opportunity to gather data for the writing.**
   This has wide range (e.g., recall of experience, dictated information, research in materials written by others). Data can be heard, read, or experienced. It can be organized into notes, lists, outlines, or rough drafts. There should be more data than the writer will use; it is the solid foundation for the work. This step requires student-student, student-material, and student-teacher interaction, and considerable class time.
3. **A clear sense of the audience and the purpose of the writing.**
   Among other things, audience and purpose determine the tone, mood, vocabulary, and selection of incident for writing. The implicit audience for most school writing is the teacher; writing brightens when other audiences are specified and even more when feedback from those other audiences is provided. Those audiences can be either known or unknown, near to or removed from the writer, real, or imaginary. When the teacher assumes another identity to be the audience specified for the writing assignment, that assumption needs to be made clear to the student and honored accurately by the teacher.
4. **Clear knowledge of criteria for evaluation of each writing assignment.**
   The complexity of the act of writing makes it essential that teachers specify just *which* things will be evaluated in any one selection. The range is wide, the possibilities are numerous (e.g., from capitalization, punctuation and spelling to Quintilian rhetorical form). For the success of the assignment, it is as important for the teacher to narrow the points of evaluation as it is for the student to narrow the topic. Evaluation should always be a vehicle for improvement of the writing, never only a search for error. It relates directly to the quantity of writing required of students as well as to the quality: short pieces of writing, with one or two objectives specified for evaluation, are more valuable to students than long pieces of writing infrequently assigned. They are also much simpler to evaluate, with the net result that students have more opportunities to write, when teachers over a period of time evaluate different pieces of writing for different things. It is probably unnecessary to say that not all writing needs to be evaluated; students benefit from choosing what they consider the best of several pieces for evaluation.
5. **Comfortable writing conditions.**
   Data-gathering is interaction time; writing itself requires concentration, and therefore, quiet, for most students. It cannot, of course, be assumed that all students need precisely the same conditions; therefore, teachers need to adjust classroom practices for the greatest good for the greatest number, or for individuals.

6. **Adequate time for writing.**
   All teachers know that students write at different rates. If a reasonable length of class time is provided for writing, the teacher insures that writing will be completed, and that the teacher is there to answer questions as the work proceeds. Time provided should be adjusted for the needs of individual students at the discretion of the teacher. Students need to write frequently: not only to assignments, but to topics, audiences and purposes they instigate. Teacher encouragement, and provision of time, support this.

7. **Structure and direction for proofreading, editing, and rewriting.**
   To simply tell students to proofread their papers usually results in changes only in mechanics. For *substantive* editing and rewriting, teachers need to instruct students in step-by-step processes. Rewriting is as important to writing as is data-gathering, and may involve peer or teaching reactions. Whatever the procedure, the function of the teacher is to provide structure, time, and encouragement for both mechanical and content improvement of the paper to the best ability of the writer.

ASSUMPTIONS, A CURRICULUM FOR WRITING

Basic Organization and Development:

In February, 1977, selected teachers, the English Advisory Council, the senior high English chairpersons, and selected administrators met to respond to a draft of "Assumptions for a Curriculum for Writing" prepared by the English Consultant. The "Assumptions. . ." that follow, with suggestions from that meeting incorporated, became the blueprint for subsequent work.

CONCEPT: Development of an effective K-12 curriculum for writing.

CONCEPT ATTRIBUTES:

1. Planned development process
   - A. Curriculum developers should represent all schools in the district and those areas of special education which commonly "mainstream" their students.
   - B. Curriculum development groups will be
     1. **Core writing group:** one primary, one intermediate, one junior high, and one senior high teacher.
     2. **First review group:** English Advisory Council, expanded to provide equal representation to primary, intermediate, junior high, and senior high schools.
     3. **Second review group:** three representative councils of 33 elementary teachers, 10 junior high teachers, four senior high teachers.
     4. **Third review group:** Citizens' Advisory Council comprised of students, parents, teachers, administrators, and UNL, Wesleyan, and business and professional representatives.

II. Identified scope and content
   - A. The curriculum will specify objectives for instruction for each year. It will not determine methodology for that instruction, as that is a matter for teacher choice.
   - B. The curriculum will not attempt to provide for all teacher or student classroom time. Although all teachers will be accountable for teaching the curriculum objectives, they will, in addition, be free to exercise their professional judgment for part of the classroom time to choose learning opportunities for students beyond those identified by the curriculum.
   - C. Instruction provided by the curriculum will include (in the order of its development):
     - — skills of writing the district considers basic to effective communication,
     - — enrichment arts and skills of writing to which the district considers all students should have access in order to make informed choices in the future.
     - — writing tasks of students' own choice.

D. The curriculum will as a matter of course provide instruction for the range of students in English classes in the district, including special education students "mainstreamed" there (e.g., those with emotional or learning or physical disabilities), or the gifted.

E. The curriculum will utilize the research background and materials useful to it from the language and composition strands of the Nebraska Curriculum for English. It will utilize other learning theory, language and composition research and classroom experience in all aspects of its development. As used, all of these sources will become part of the published curriculum rationale, which will be readily available to staff and will strengthen use of the curriculum by succeeding generations of teachers.

F. Curriculum objectives and units will be coded to publishers' materials already in use or readily available to schools. Teachers will have freedom to use materials not so keyed to reach curriculum objectives.

G. The curriculum will be integrated with the rest of the English language arts curriculum (e.g., literature, basic studies, reading, and writing laboratories).

III. Useable format

A. The curriculum will be available to teachers in both simplified form, such as sequence charts, and in more detailed form, such as lists of materials coded to curriculum objectives.

B. The curriculum will include:

- program goals ("headers" for curriculum strands)
- competency descriptions
- knowledge, skill and attitude objectives for specific years, with attributes identified for major concepts
- some sample units for each year

C. The curriculum will specify times for introduction, extension, opportunity for mastery, and reinforcement of objectives.

D. Curriculum objectives for elementary, for junior high, and for senior high will be arranged in both year-by-year and groups-of-years format, to allow for differences in school organization throughout the district.

E. The curriculum will recognize that students differ in needs, abilities and interests, and will provide

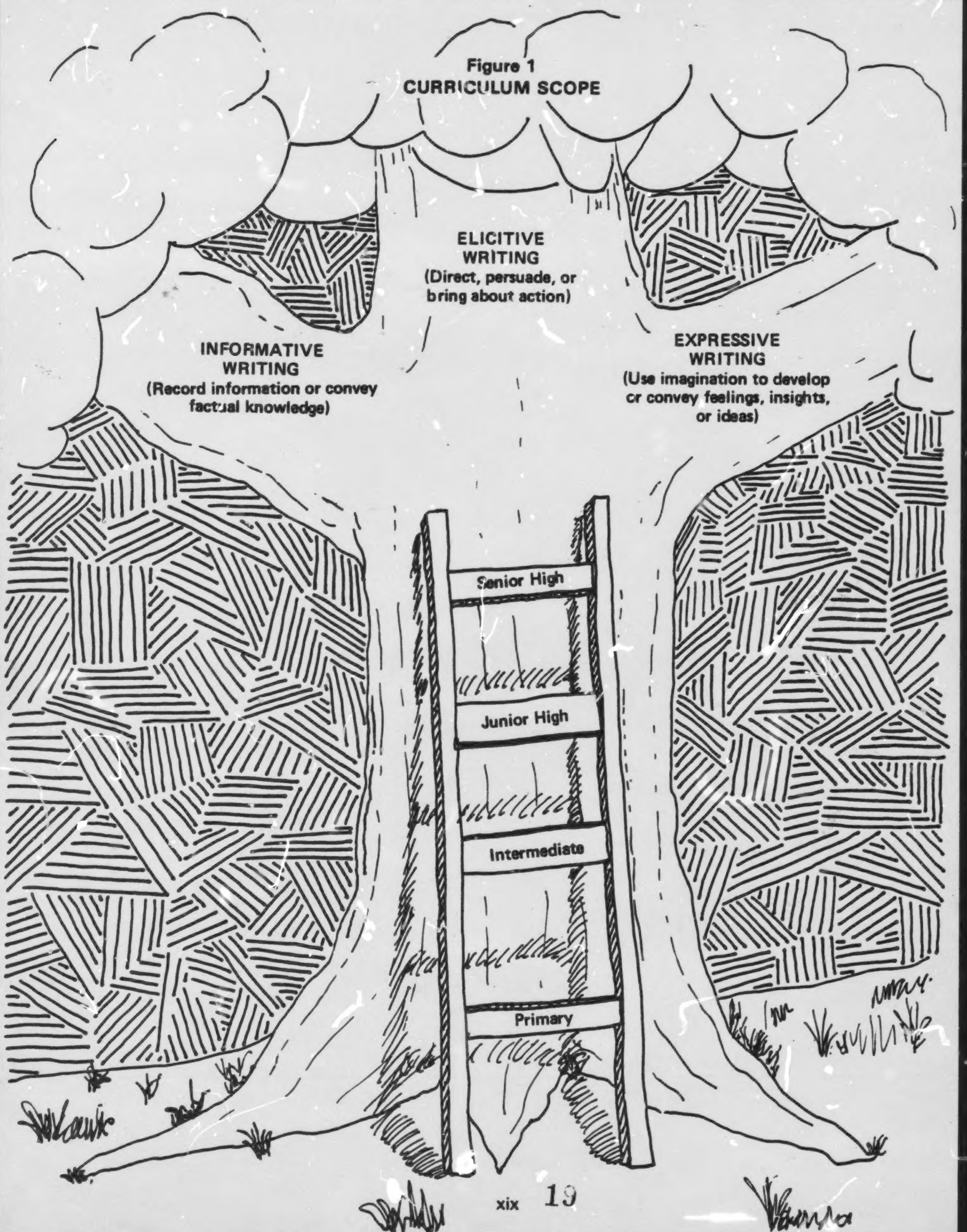
- pre- and post-tests for objectives in all curriculum strands
- alternatives in instruction for students who do not acceptably perform the objectives or the assessment tasks
- student record cards which are not more extensive than two sides of an 8½" x 11" card and which utilize marking symbols familiar through use in other curricular areas.

IV. Planned implementation, evaluation and revision process

A. After writing, piloting and revision are completed, initial implementation will be concerned with comprehensive inservice and central office support. Decisions regarding implementation for maximum effectiveness will be carefully considered (i.e., all levels concurrently, or elementary first, then junior high, then senior high).

B. Curriculum developers will specify procedures and schedule for ongoing development, evaluation, and revision of the curriculum.

Figure 1
CURRICULUM SCOPE


ELICITIVE WRITING
(Direct, persuade, or bring about action)
INFORMATIVE WRITING
(Record information or convey factual knowledge)
EXPRESSIVE WRITING
(Use imagination to develop or convey feelings, insights, or ideas)
Senior High
Junior High
Intermediate
Primary

CURRICULUM SCOPE

The basic organizer for the curriculum is division of all writing into three branches or strands whose outcomes provide focus for a range of writing experiences designed to prepare students for competent adult life. Each strand is unique in that it requires writing skills different from the other two for the attainment of its outcome. The preceding illustration depicts this; the three branches, or curriculum strands, represent three major discourse types of written language, which are here termed "Informative," "Elicitive," and "Expressive." Idenitification of these types provides a framework for breadth of instruction. The strands may, of course, be combined in a piece of writing; division insures specificity in teaching focus. As the sketch on page 19 indicates, students move up successive rungs of the instructional ladder: primary, intermediate, junior high, and senior high, to attain the outcomes.

Brief definitions of the curriculum strands, with sample assessment tasks for each, follow:

Informative Strand:

The outcome is to record information or convey factual knowledge, usually objectively. The focus here is on the information. The *recording* aspect of the strand deals with data-gathering, an important pre-writing activity. As teachers of writing know, student writers need to gather more information than they may use if their product is to have adequate substance. *Accuracy* of data-gathering is stressed. Data as gathered and recorded is the writer's information; it beomes the writer's knowledge as it is processed for transmission to others. Such data may come to the writer in several ways: to young children, it may be dictated for verbatim reproduction; to older students it may come through their own reading, for summarization. The audience for data-gathering is oneself. Although the language may be sometimes compressed it must always be specific.

On the primary level, an assessment task example is:

> *From dictation by the teacher, write a list of names of children in the class to take home to use to address valentines or invitations.*

In the *conveying factual knowledge* aspect of the strand it is supposed that to the best knowledge of the writer, facts are accurate, assertions true, and comments relevant. This writing is usually for others. The order must be logical for the content; e.g., chronological for material dependent for coherence on time sequence. The language is more often formal than informal, more often literal than figurative, with more emphasis on denotation than connotation.

An intermediate task example is:

> *Write a book conference record about a story the teacher has read to you or one you have read. Include information about the title, author, and events of the story. Your audience will be the teacher and your classmates.*

Elicitive Strand:

The outcome is to direct or to persuade others to action. The focus is on the reader from whom the writer wishes to elicit a response, whether of emotion, conviction, or physical action. The writer must use all resources of understanding to fit the writing to the reader for whom it is intended; probably must be, in other words, more empathetic, more sensitive to audience in this than in any other strand. The language is more often formal than informal, more often literal than figurative, and emphasizes denotation more than connotation.

A junior high task example is:

> *Using a map provided, write to give someone unfamiliar with the area, driving a car, directions from the school to the theater.*

When writing to *persuade*, the writer will use all possible strategies or arguments to change the reader's attitudes or behavior. The writing may range from relatively unstructured emotional appeal to formal rhetoric. Depending on the audience and the purpose for the writing, it may be informal or formal. The writer "pulls all the stops," and utilizes the figurative as well as the literal, the connotative as well as the denotative aspects of language.

A senior high task example is:

> *Using a given advertisement, write an application letter for an audience of a future employer.*

Expressive Strand:

The outcome is to use imagination to develop or to convey feelings, insights, or ideas The language is artistic, and more often figurative than literal, with equal emphasis on both denotation and connotation. Writing to *develop ideas* is for oneself; if that writing finds an audience of others it may be incidental to the purpose of the writer, who, primarily, seeks to know his or her own thoughts by giving them substance and order on paper. After writing to develop ideas, the writer may choose to share the writing with others, or the writer's original purpose may be to *convey feelings, insights, or ideas* to others.

A junior high task example is:

> *Write an essay of at least one paragraph to convey your own feelings about leaving junior high school, for an audience of your friends.*

Within each strand, students will write for a variety of audiences, purposes, and in a range of forms. Students may write for a specific audience or a specific purpose, or use a specific form, in any one of the three. Any one specific *combination* of audience, purpose and form, however, will be found only in one strand, and there only because it relates directly to the outcome for that strand.

Assessment tasks at level, which may be photocopied, may be ordered from the Lincoln Public Schools Distribution Center, for a nominal cost. Consult the English Supply Catalog for ordering information.

The outcomes for the three curriculum strands are statements of the exit-level (graduation) expectation for all students. Units at each of the four instruction levels (primary, intermediate, junior high, and senior high) are of two kinds: (1) Expected of Everyone, or (2) Chosen by Individuals (see Figure 2,page 22). In other words, instruction in only "Essential" and "Desirable" units (see the Numbering Method Key, page 22) may result in student competence in the curriculum outcomes. Instruction in "Chosen" units, while available to all students, is not necessary for student competence in the curriculum outcomes. The unit number provides computerized access to the assessment tasks.

Level / Strand	UNIT TITLES		
	(1) INFORMATIVE	(2) ELICITIVE	(3) EXPRESSIVE
Senior High (12)	121.11 Write to Record Accurate Information for Own Use 121.21 Write to Organize and Convey Factual Knowledge 121.32 Write to Give Critical Reasons	122.11 Write to Give Directions 122.21 Write to Convince Others	123.11 Write to Give Form to Experience and to Imaginative Content 123.23 Write to Invent Images 123.33 Write to Use Literary Devices to Create Artistic Effect
Junior High (09)	091.11 Write to Record Accurate Information for Own Use 091.21 Write to Organize and Convey Factual Knowledge 091.32 Write to Recall Detail of Fact or Event 091.43 Write to Make Critical Statements	092.11 Write to Give Directions 092.21 Write to Convince Others	093.11 Write to Give Form to Experience 093.22 Write to Give Form to Imaginative Content 093.33 Write to Create an Effect 093.43 Write to Invent Images
Intermediate (06)	061.11 Write to Record Accurate Information for Own Use 061.21 Write to Organize and Convey Factual Knowledge 061.32 Write to Recall Detail of Fact or Event	062.11 Write to Give Directions 062.21 Write to Convince Others	063.11 Write to Share Feelings, Ideas, Attitudes, and Insights 063.22 Write to Give Form to Imaginative Content 063.33 Write to Invent Images
Primary (03)	031.11 Write to Recall Experience 031.21 Write to Record Accurate Information 031.31 Write to Convey Factual Knowledge	032.11 Write to Give Directions 032.22 Write to Convince Others	033.11 Write to Share Feelings, Ideas, Attitudes, and Insights 033.22 Write to Give Form to Imaginative Content 033.33 Write to Invent Images

Numbering Method:

Level	Strand	Unit Number	Phase
X X	X .	X	X

Development Phases

Expected of Everyone	Phase 1 - Essential:	for continued learning, or for application in life.
	Phase 2 - Desirable:	for "literacy," or for exploration.
Chosen by Individuals	Phase 3 — Chosen:	for continuing exploration, or to fulfill individual goals.

Figure 2

PROGRESSION BY LEVELS

Informative Strand

As illustrated in Figure 3, page 25, writing instruction for students begins with the Informative strand *(record information or convey factual knowledge)* unit, "Write to Recall an Experience." Successful writing instruction must begin with the students' own spoken language; they must first have motivation and opportunity to write about what they know best: themselves. This unit is the base for the intermediate "Write to Recall Detail of Fact or Event," which is repeated in the junior high. The increased expectation for upper-level students is inclusion of *specific* details in increasing number. The unit does not appear in senior high instruction.

"Write to Record Accurate Information," for primary students, becomes "Write to Record Accurate Information *for Own Use*" at all three higher levels. Primary students gather information for writing at the request of their audience, their teachers. Primary students can gain data-gathering skills before they recognize their need for them. With age they come to know that data-gathering (note-taking, listing, or summarizing) is necessary before they can write. Primary students "Write to *Convey* Factual Knowledge," while students at all three subsequent levels "Write to *Organize and Convey* Factual Knowledge." Instruction focuses on many processes for organizing writing.

"Write to Make Critical Statements" appears for the first time at the junior high level. It becomes "Write to *Give Critical Reasons*" at the senior high level. Critical writing involves factual comparison of a subject (e.g., television show, play, movie) to an objective critical standard for that subject. The writer conveys thoughts with no intention of *convincing* a reader of anything; the writing, although it may be argumentative, is far from persuasive. Junior high instruction builds student ability to identify points of comparison between a subject and an objective standard; senior high instruction builds student ability to develop broader support for those comparisons.

Elicitive Strand

As illustrated in Figure 4, page 26, the Elicitive strand (*direct, persuade, or bring about action*) is the only one in which the same units appear at all four levels. At each level, instruction for "Write to Give Directions" comes before instruction for "Write to Convince Others" because it is less complex.

Instructional objectives for the units increase in complexity at succeeding levels. For example, a primary student writing to convince must do little more than make an attitude clear to the reader. An intermediate student writing to convice must give some support for his attitude. A junior high student must give more complete support. A senior high student is expected to both support his own view and to refute opposing points of view.

Expressive Strand

As illustrated in Figure 5, page 27, the Expressive strand *(use imagination to develop or convey feelings, insights, or ideas)* treats writing as an instrument of self-discovery and unique expression. It is not simple to be specific about how to define or to teach expressive writing. One conclusion from the 1974 National Assessment of Educational Progress of student writing was that the majority of students elected *not* to write directly about their feelings and often evaded discussion of feelings altogether.

Teachers have frequently found it difficult to devise objective evaluation measures for writing that is by definition subjective. The comment has also been made frequently, and tellingly, that school writing instruction and professional writers' own reporting of how they learned to write are not the same. Many professional writers, and many teachers, have assumed that "you either have it or you don't" in expressive writing ability; it is developed, they suggest, from within the writer. Teaching it, some have said, is impossible.

This strand identifies, as units, only those facets of writing for self-discovery and self-expression that are subject to direct teaching and objective assessing. Expressive units provide students and teachers a common base of understanding in a writing area in which some terms have occasionally been accepted without commonality of definition.

As in the Informative strand, primary and intermediate students write first about what is close to them: "Write to Share Feelings, Ideas, Attitudes, and Insights." Junior high students, on that base, become more specific: "Write to Give *Form* to Experience"; senior high students "Write to Give Form to Experience *and to Imaginative Content."* Instruction throughout includes both direct teaching of forms (e.g., haiku, short story) and the *process* of forming content.

Fantasizing seems a natural activity for youngsters, and many teachers have tried to introduce students to writing by encouraging them to write fantasy. The teaching purpose has been to emphasize the pleasure of writing, and to a certain point, is valid. It becomes invalid when the assumption is that it is *easy* to communicate imaginative thoughts in writing, which it is not. Here again there are expressive conventions just as there are conventions for other kinds of writing; failure by the writer at any level to understand and to use them guarantees failure either to develop or to convey imaginative thought. The unit "Write to Give Form to Imaginative Content" is a focus for instruction at all four levels (at senior high, blended with "Write to Give Form to Experience"), with successively more complex forms. Primary students who "Write to Invent Images," do it without knowledge of terminology; intermediate students both do it and name it; junior high students broaden their abilities.

Writing style, as an expression of personality, is unique to the individual. Development of a unique personal style may be the pinnacle of all writing instruction, but is one which not all students will reach. Those who do need multiple opportunities over a period of time to practice writing in all its variety. Although teachers may be able to recognize the writing of some students at any level as being uniquely their own, instruction specifically directed toward the development of a personal style begins with the junior high "Chosen" unit: "Write to Create an Effect." The senior high unit is more specific: "Write to Use *Literary Devices* to Create an *Artistic* Effect." Junior high students may create an effect without knowing or naming the ways in which they achieve it, in the same way that primary students write to invent images. Senior high students having instruction in this unit come to know and purposefully to use a range of devices to create predetermined artistic effect.

INFORMATIVE STRAND
Progression by Levels

Senior High			*121.11*	**Write to Record Accurate Information for Own Use**	*121.21*	**Write to Organize and Convey Factual Knowledge**	*121.32*	**Write to Give Critical Reasons**
Junior High	*091.32*	**Write to Recall Detail of Fact or Event**	*091.11*	**Write to Record Accurate Information for Own Use**	*091.21*	**Write to Organize and Convey Factual Knowledge**	*091.43*	**Write to Make Critical Statements***
Intermediate	*061.32*	**Write to Recall Detail of Fact or Event**	*061.11*	**Write to Record Accurate Information for Own Use**	*061.21*	**Write to Organize and Convey Factual Knowledge**		
Primary	*031.11*	**Write to Recall an Experience**	*031.21*	**Write to Record Accurate Information**	*031.31*	**Write to Convey Factual Knowledge**		

Figure 3

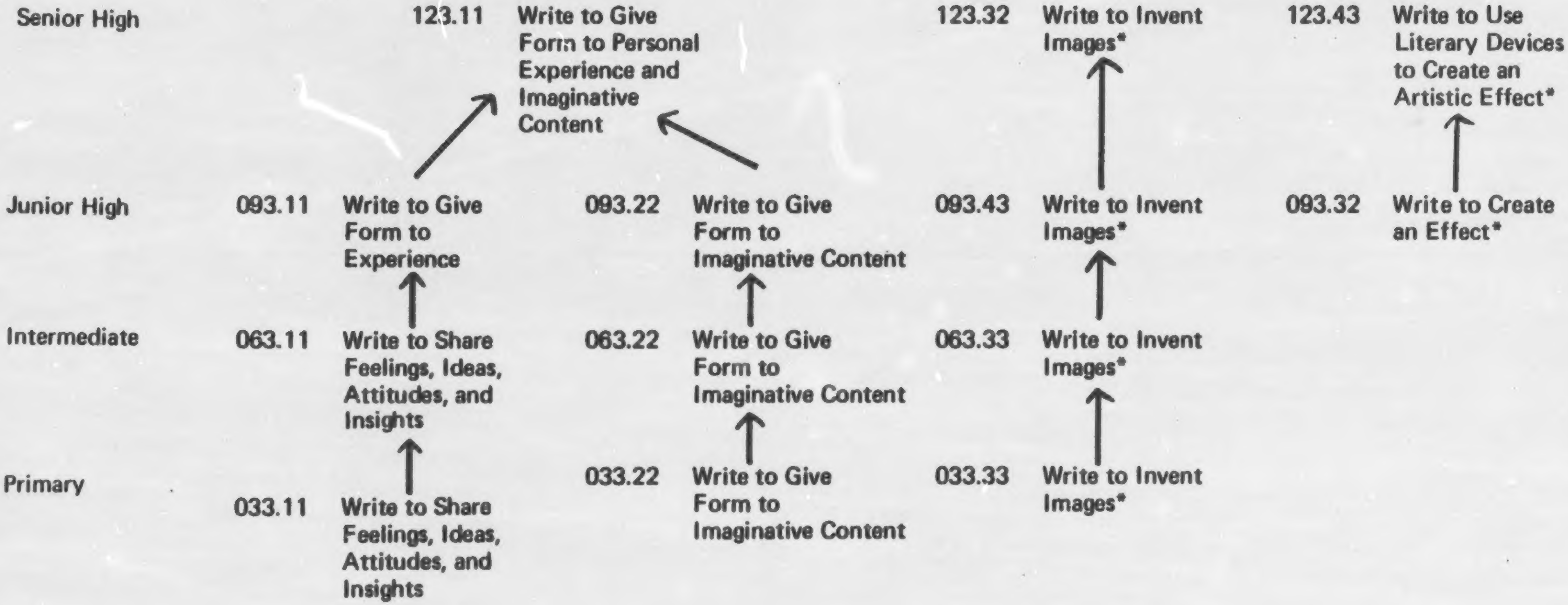
*"Chosen" unit

ELICITIVE STRAND
Progression by Levels

Senior High	122.11	Write to Give Directions	122.21	Write to Convince Others
Junior High	092.11	Write to Give Directions	092.21	Write to Convince Others
Intermediate	062.11	Write to Give Directions	062.21	Write to Convince Others
Primary	032.11	Write to Give Directions	032.22	Write to Convince Others

Figure 4

EXPRESSIVE STRAND
Progression by Levels



Senior High	123.11	Write to Give Form to Personal Experience and Imaginative Content			123.32	Write to Invent Images*	123.43	Write to Use Literary Devices to Create an Artistic Effect*
Junior High	093.11	Write to Give Form to Experience	093.22	Write to Give Form to Imaginative Content	093.43	Write to Invent Images*	093.32	Write to Create an Effect*
Intermediate	063.11	Write to Share Feelings, Ideas, Attitudes, and Insights	063.22	Write to Give Form to Imaginative Content	063.33	Write to Invent Images*		
Primary	033.11	Write to Share Feelings, Ideas, Attitudes, and Insights	033.22	Write to Give Form to Imaginative Content	033.33	Write to Invent Images*		

*"Chosen" Unit

Figure 5

ASSESSMENT

The curriculum assumes that before students may be expected to demonstrate writing skill the district should provide instruction to enable them to do so. One of the first parts of the curriculum development, after basic organization, and identification of unit focuses, was the writing of assessment assignments. The instructional objectives for the curriculum were developed by working backward from them and from the unit focuses. The assignments are writing experiences, provided in the school context, which represent at student levels the kinds of writing tasks that competent adults are expected to perform.

In some years, the district may ask teachers to administer selected assessment tasks as part of district-wide assessment. Other than that, their use for classroom evaluation is by choice within a school. Assessment assignments reflect the best practices in teaching and evaluating writing, and may be used as models by teachers to create others which they may relate more specifically to the interests and experiences of their own students.

Because writing is a complex ability, each task will give only an indication of student competence, at one level, to achieve curriculum outcomes. The tasks are only one means of evaluation. They are objective. Objective, single-task evaluation has the strength of specific relationship to a unit and to curriculum outcomes. Subjective evaluation, as when a teacher reviews several examples of a student's writing over a period of time, is also valid. Subjective evaluation has the strength of accumulation of information from a variety of writing situations.

Several assessment assignments are available for each curriculum unit, providing for choice of content familiar to the students being tested. The larger the group of students being assessed, the more rigidly the conditions and limitations of the assignments need to be observed. Control of variables that can be controlled supports validity of results.

Evaluation for the assessment assignments is a reminder of what is essential for certain kinds of writing and, sometimes, of the interrelatedness of composition and other English language arts areas. For example, manuscript handwriting is assessed in all primary assignments and cursive handwriting is assessed in all intermediate assignments; students may use either in junior high and senior high assignments. This supports the handwriting program assumption that is it the responsibility of the district to provide students with multiple opportunities to practice both manuscript and cursive handwriting—as many in intermediate years for cursive handwriting as in primary years for manuscript handwriting. Only after multiple opportunities to attain competence in both should students in their secondary years choose which they wish to use.

Two sample assessment assignments, one elementary and one secondary, follow. Their similar content highlights the increasing complexity, by successive level, of assessment conditions and limitations. The task description box includes specifics of form, content, and audience. Conditions and limitations always appear in the same order, in language consistent from one assignment to another. Many assignments include, as these do, materials to be duplicated by the teacher.

SAMPLE

INTERMEDIATE WRITING TASK 061.21.011

Curriculum Outcome (Informative Strand): Record information and convey factual knowledge.

UNIT: WRITE TO ORGANIZE AND CONVEY FACTUAL KNOWLEDGE.

Task: By the end of the sixth (6th) grade, the student will
- complete a book conference record sheet
    - including a written account of the book, author, and events
        - for an audience of the teacher and himself (see attached page).

Conditions and Limitations:

GIVEN AT LEAST 40 MINUTES OF CLASS TIME (10 minutes for pre-writing discussion and 30 minutes to fill out form), THE TEACHER WILL:

1. **Prepare students before the competency testing;** Provide, within a three week period, adequate time to read either a core book to the class or to have the student read a story from the reading book.
2. **Provide pre-writing activity:** Lead a 10-minute pre-writing discussion about the characteristics of a story or book: e.g., main character, plot, setting of story.
3. **Specifically identify materials to be used:** Provide student with a book conference page for each rough and final draft (attached for duplication in the building).
4. **Give students specific directions:** Explain that the students will have at least 30 minutes to complete the form. Remind the students that they must 1) work individually, neither seeking or receiving help, 2) write a rough draft, 3) edit according to evaluation specifics, 4) copy the edited rough draft accurately, 5) follow all directions (both oral and written) explicitly. All questions must be answered in complete sentences with details of the plot, setting, and characters. The student must use proper capitalization, punctuation, spelling, and cursive handwriting.

5. **Provide students with VISIBLE copies of evaluation specifics** (i.e., on the blackboard, ditto, overhead projector, or in a handout). Read through these with the students and answer questions they may have about them.

Check your form for the following before you hand it in:

___ 1. Answer questions with at least two details of each character, setting, and plot.

___ 2. Answer all the questions on the Book Conference Record form, following directions for each.

___ 3. Use complete sentences.

___ 4. Use capitals at the beginning of each sentence.

___ 5. Write the book title in conventional form.

___ 6. Use legible cursive handwriting.

___ 7. Use correct spelling and punctuation.-

6. **Identify reference materials which may be used:** Students may use the book and a dictionary to complete the form.

Supplement to Task 061.21.011

BOOK CONFERENCE RECORD

Name: ______________________ *Date:* ______________

Title of Book: ______________________________

Author: ______________________________

Describe one of the characters in the story.

____

____

____

____

Tell about the setting (time and place).

____

____

____

____

Write the main idea (plot) of the story.

____

____

____

____

____

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____

____

____

SAMPLE

JUNIOR HIGH WRITING TASK 091.21.031

Curriculum Outcome (Informative Strand): Record information and convey factual knowledge.

UNIT: WRITE TO ORGANIZE AND CONVEY FACTUAL KNOWLEDGE.

Task: During the junior high years, the student will

— fill out a book report form (form attached)

— covering character, setting, and plot in George Orwell's **Animal Farm**

— for an audience of the teacher.

Conditions and Limitations:

GIVEN CLASS TIME OF AT LEAST 30 MINUTES, THE TEACHER WILL:

1. **Prepare students before the competency testing:**

   In the week(s) before this activity have the students read the book **Animal Farm** by George Orwell.

2. **Provide pre-writing activity:**

   Lead pre-writing discussion of at least 10 minutes regarding the characters, setting, and plot of **Animal Farm**. This is to be done as a review; it is not to imply that the entire book can be discussed in 10 minutes.

3. **Specifically identify materials to be used:**

   Provide a copy of the attached book report form for each student.

4. **Give students specific directions:**

   Explain that in the next 20 minutes students are to fill in the book report form (attached) covering the characters, setting, and plot in George Orwell's **Animal Farm**. They are to work individually, neither seeking nor receiving help from fellow students or the teacher.

5. **Provide students with VISIBLE copies of evaluation specifics** (i.e., on blackboard, ditto, or overhead projector): Read through the evaluation specifics with the students, answering any questions they may have.

Check your book report form for the following before you hand it in:

___ 1. All responses have been organized to efficiently convey your knowledge of the book.

___ 2. All blanks have been filled in with the information requested.

___ 3. All words are spelled correctly.

___ 4. Complete sentences and proper paragraph form have been used when requested.

___ 5. Appropriate punctuation and capitalization have been used.

___ 6. The handwriting, whether cursive or manuscript, is legible at first reading.

6. **Identify reference materials which may be used:**

No reference materials are to be used.

Supplement to Task 091.21.031

Book Report Form

ANIMAL FARM

1. Name the author of the book. ______________________________
2. State where the story takes place. ______________________________
3. State when the story takes place. ______________________________
4. Name four main characters in the book.

____

____

5. Write a paragraph of at least three complete sentences to describe any one of the main characters listed in #4 above.

____

____

____

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____

6. Write a paragraph of at least three complete sentences to explain briefly and concisely what happens in the story.

____

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____

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____

____

7. Use at least one complete sentence to explain how the book ends.

____

____

____

____

____

PRIMARY WRITTEN COMPOSITION

GRADES K - 3

Primary Written Composition

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Intermediate, Junior High, and Senior High curriculum guide sections are also available from the Lincoln Public Schools Distribution Center.

UNITS EXPECTED OF EVERYONE

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All students have opportunity for instruction in learnings that are considered to be:

ESSENTIAL for *continued learning,*

or for *application in life*

DESIRABLE for *"literacy"*

or for *exploration*

These learnings are included in units which resemble this page.

PRIMARY UNITS
(scope)

These units are the organizers of instruction. *Items from the "Experiences" and "Writing Mechanics" grids are correlated with them as considered appropriate by the teacher.*

	INFORMATIVE	Pg	ELICITIVE	Pg	EXPRESSIVE	Pg
Kindergarten	Write to Recall an Experience	P-13			Write to Share Feelings, Ideas, Attitudes, and Insights	P-14
					Write to Give Form to Imaginative Content	P-15
					_Write to Invent Images_*	P-16
Primary 1	Write to Recall an Experience	P-25			Write to Share Feelings, Ideas, Attitudes and Insights	P-26
	Write to Record Accurate Information	P-27			Write to Give Form to Imaginative Content	P-28
					_Write to Invent Images_*	P-30
Primary 2	Write to Record Accurate Information	P-48	Write to Give Directions	P-51	Write to Share Feelings, Ideas, Attitudes and Insights	P-47
	Write to Convey Factual Knowledge	P-49			Write to Give Form to Imaginative Content	P-50
					_Write to Invent Images_*	P-53
Primary 3	Write to Convey Factual Knowledge	P-74	Write to Give Directions	P-73	Write to Give Form to Imaginative Content	P-76
			Write to Convince Others	P-75	_Write to Invent Images_*	P-78

*_"Chosen" unit_

Primary Units
(by year)

Unit order within a year may be altered as necessary to correlate with other instruction.

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PRIMARY 1

I. Write to Recall an Experience (Informative) P-25
II. Write to Share Feelings, Ideas, Attitudes and Insights (Expressive) P-26
III. Write to Record Accurate Information (Informative) P-27
IV. Write to Give Form to Imaginative Content (Expressive) P-28
Chosen. Write to Invent Images (Expressive) P-30

PRIMARY 2

I. Write to Share Feelings, Ideas, Attitudes and Insights (Expressive) P-47
II. Write to Record Accurate Information (Informative) P-48
III. Write to Convey Factual Knowledge (Informative) P-49
IV. Write to Give Form to Imaginative Content (Expressive) P-50
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PRIMARY 3

I. Write to Give Directions (Elicitive) P-73
II. Write to Convey Factual Knowledge (Informative) P-74
III. Write to Convince Others (Elicitive) P-75
IV. Write to Give Form to Imaginative Content (Expressive) P-76
Chosen. Write to Invent Images (Expressive) P-78

UNITS CHOSEN BY INDIVIDUALS

Kindergarten . . . . P-16 — for continuing exploration
Grade 1 . . . . P-30
Grade 2 . . . . P-53 — to fulfill individual goals
Grade 3 . . . . P-78

In addition to opportunity for instruction in the "expected" part of the curriculum, all students have additional opportunity for instruction based on individual interests, motivations, and abilities. This may be found in the "chosen" units, which resemble this page.

The classroom teacher adjusts content, teaching method, and standards of expectation to the ability of the individual student. The district provides support through inservice topics such as learning disabilities, giftedness, and teaching techniques.

There is no one right way to provide "chosen" instruction for students: it must be determined in the interaction of one student with one teacher.

Continuing exploration, for example, may mean in-depth study of an "expected" learning, or it may mean acceleration to more challenging study. If it is the former, objectives and activities may be found in the "expected" part of the curriculum. If it is the latter, the "chosen" units that follow provide guidance. For many students, it will be a blend of the two.

Individual goals are as varied as are students, and may include either preparation for a career or desire to improve in one kind of writing. The curriculum provides resources for both, but not in "package" form, such as a *journalism* "package." Creation of such groupings is left to student-teacher-parent participation of the Individualized Educational Plan, and may come from either or both the "expected" or "chosen" parts of the curriculum.

INSTRUCTIONAL MATERIALS CODINGS

Kindergarten	P-17 to P-19
Grade 2	P-31 to P-40
Grade 2	P-55 to P-65
Grade 3	P-79 to P-94

A variety of commercial materials support TARGET: WRITING, the organizer for composition instruction in the Lincoln Public Schools. It may also be supported by the teacher's use of the student's own writing as a "textbook."

Access to instructional materials in wide use in the district is provided following the units. Where no textbook support exists for an objective, an effort has been made to provide a suggested activity (see Suggested Composition Activities) for it.

Materials Coded, Primary:

1. *Bill Martin's Instant Readers,* Teacher's Guide, Level 1, Holt, Rinehart and Winston, Inc., New York, 1971
2. *Individualized Language Arts*, ESEA Title IV-C Project: 70-014, Weehawken Board of Education, Weehawken, N.J., 07087, 1974
3. *Language Experience Activities,* Roach Van Allen, Houghton Mifflin Company, Boston, 1976
4. *New Directions in English,* 3, Richard Sanders, Harper and Row, Publishers, New York, 1969
5. *SCORE Cards,* Lincoln Public Schools, June, 1974
6. *Sounds of Language,* Teacher's Edition, Bill Martin, Jr., Holt Rinehart and Winston, Inc., 1974
7. *Spectrum of English,* Albert R. Kitzhaber, ed., Glencoe Publishing Company, Encino, California, 1978

Additional Resource Suggestions (not coded):

1. *Individualizing Writing in the Elementary Classroom,* Iris M. Tiedt, National Council of Teachers of English, 1975.
2. *Interaction* - A Student-Centered Language Arts and Reading Program, Level 1, Moffett, Houghton Mifflin Company, 1973
3. *Sparkling Words,* Ruth Kearney Carlson, Paladin House, Geneva, Illinois, 1973
4. *Teacher-Tested Composition Ideas,* K-6, Lincoln Public Schools, Lincoln, Nebraska, 1976
5. *Wishes, Lies, and Dreams,* Kenneth Koch, Vintage Books, Chelsea House, New York, 1970

CODING KEY

1. Complete titles of materials appear at the top of the coding pages.

2. Elements of each coding are:

a. *Intended Audience*
Student or Teacher
(S) (T)

b. *Page Number(s)*

c. *Nature of Material*
Either:
Example or Model
(Ex)

or

Practice
(P)

or

Enrichment
(E)

d. *Activity Designation* (if any)

3. Example:

for SPECTRUM OF ENGLISH
S/13/P
Children's Zoo

read: in SPECTRUM OF ENGLISH for the designated year, in the student edition, on page 13, there is a practice activity entitled "Children's Zoo."

for LANGUAGE EXPERIENCE ACTIVITIES
T/74-75/Ex
C-11

read: in LANGUAGE EXPERIENCE ACTIVITIES there is a teacher's guide, on pages 74 and 75, for an example or model of an activity designated as "C-11."

✏ "Expected" for all students

◉ Experiences Grid

✒ "Chosen" by individuals

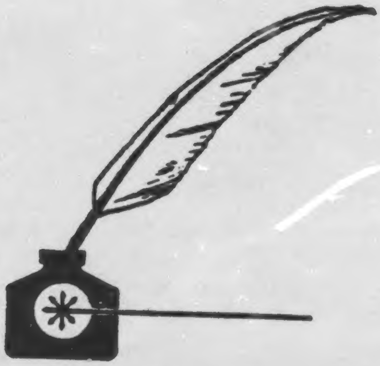
❗ Mechanics Grid

SUGGESTED COMPOSITION ACTIVITIES

Kindergarten .... P-2 to P-24
Grade 1 .... P-41 to P-45
Grade 2 .... P-67 to P-72
Grade 3 .... P-95 to P-99

Composition activities following the codings for each year are provided to assist in the integration of TARGET: WRITING units with other areas of English language arts (literature, for example) and with other subject matters (social sciences, for example). For some activities, possible forms of writing or writing mechanics (grid items) are suggested.

One writing activity frequently provides instruction in *several* curriculum objectives. *All* activities should include pre-writing motivation, designated audience and purpose for the writing, student knowledge of evaluation items, and other characteristics of good composition instruction as listed on pages 14 and 15 of the curriculum guide.



WORK/STUDY OBJECTIVES
Skills and Attitudes for Continuing Instruction

	K	1	2	3
I. SKILLS AND ATTITUDES SHARED WITH OTHER SUBJECTS				
A. Follow both oral and written directions explicitly.	X	X	X	X
1. Careful observation 2. Careful listening 3. Careful reading 4. Completion of all steps in order				
B. Work independently.	X	X	X	X
1. Questions pertinent to the task 2. Completion of an assignment with minimum help from teacher and peers 3. Use of reference materials (e.g., to spell correctly)				
C. Work with each assignment until it is one's best possible product.*	X	X	X	X
D. Participate positively in planned classroom activities until experiences are developed.*	X	X	X	X
II. SKILLS AND ATTITUDES UNIQUE TO ENGLISH LANGUAGE ARTS				
A. Read written assignments to an audience until comfortable doing so.*		X	X	X
B. Recopy a written assignment until it meets the classroom's standard of neatness.*		X	X	X

*Attitude objective

COMMON WRITING OBJECTIVES	K	1	2	3
I. FORMS				
A. Copy a sentence correctly.		I	F	F
1. Naming word(s) and action word(s)				
2. Period or question mark at end				
3. Capital letter at the beginning				
B. Write a sentence correctly.	TM	I	F	F
1. Naming word(s) and action word(s)				
2. Period or question mark at end				
3. Capital letter at the beginning				
C. Write in prose form (e.g., paragraph or idea unit, report, personal account).	TM	I	F	F
1. Complete sentences				
2. Correct punctuation and capitalization				
3. Indented first line				
4. Margins				
D. Write an appropriate title for prose form.	TM	I	F	F
1. Words in the title indicating the main idea of the written assignment				
2. Capitalized beginning letter of each word				
E. Write factual data in the form of a list.	TM	I	F	F
1. Words, phrases, or complete sentences				
2. Numerical order (e.g., 1., 2., 3., . . .)				
F. Write an appropriate title for a list.	TM	I	F	F
1. Words in the title indicating the main idea of the assignment				
2. Capitalized beginning letter of each word				
G. Write a social letter in correct form.	TM	TM	I	F
1. Heading				
a. Comma between the date and year				
b. Date and closing aligned from middle of paper				
2. Greeting				
a. Comma following				
b. Capitalized first word				
c. Capitalized abbreviations (e.g., Mr., Mrs., Ms.)				
3. Body: indented first line				
4. Closing				
a. Comma following				
b. Capitalized first word				
5. Signature				
H. Address an envelope correctly.	TM	TM	I	F
1. Mailing address				
a. Name				
b. Address				
c. Zip code				
2. Return address				
a. Name				
b. Address				
c. Zip code				

TM — Modeled by teacher through dictation and charting of class stories, individual stories, songs, and poems

Common Writing Objectives (Continued)

	K	1	2	3
II. GENERAL				
A. Write a rough draft.		I	F	F
1. First writing of an assignment				
2. Emphasis on ideas and/or information				
B. Proofread and edit according to evaluation specifics.		I	F	F
1. Rereading for errors				
a. Content				
b. Punctuation				
c. Capitalization				
d. Spelling				
2. Corrections as needed				
C. Copy an edited rough draft.		I	F	F
1. Rewriting of earlier writing				
2. Legible handwriting				
3. All corrections and changes included				

KINDERGARTEN — 031.11 Informative

UNIT I WRITE TO RECALL AN EXPERIENCE

Recall an experience accurately.

1. "Recapturing" of a prior event or activity
2. Involvement of the five senses
3. Shared orally by student for teacher to write

UNIT II WRITE TO SHARE FEELINGS, IDEAS, ATTITUDES, AND INSIGHTS

A. Recall ideas and feelings appropriate for the task.

1. Based on prior experience
2. Shared orally by student for teacher to write

B. Express feelings and ideas according to the specified task for the teacher to write.

1. Based on prior experience
2. Emphasizing sincere and honest thoughts

UNIT III WRITE TO GIVE FORM TO IMAGINATIVE CONTENT

A. Write poetry in a specified form (e.g., free verse, cinquain, concrete, quatrain).

   1. Following the designated model
   2. Use of language appropriate to the form (e.g., rhyming words, action words, telling words)
   3. Use of appropriate punctuation and capitalization
   4. Shared orally by student for teacher to write

B. Write in prose form (story or tale following the organization of the model).

   1. Observing teacher telling or reading a variety of story forms.
   2. Retelling of stories by student based on forms (e.g., folk tale, transformational myth, patterned stories, fables, animal stories, plays, riddles, jokes)
   3. Shared orally and/or for teacher to write.

KINDERGARTEN **033.33 Expressive**

CHOSEN UNIT: WRITE TO INVENT IMAGES

A. Create a mental picture appropriate for the task.

1. Based on sensory perceptions
2. Based on personal or emotional perceptions
3. Shared
    a. Orally
    b. In pictures
    c. In movement

B. Express images and perceptions according to the specified task, for the teacher to write.

1. Varied and vivid language
2. Figurative language
3. Personal or emotional experiences

C. Explore and develop personal writing until individual interests are met.*

D. Strive to work with your ideas and images until they are communicated effectively, orally or in writing.*

*Attitude objective

CODINGS FOR KINDERGARTEN "EXPECTED" UNITS

	BILL MARTIN MATERIALS	LANGUAGE EXPERIENCE ACTIVITIES	S.C.O.R.E.	SPECTRUM OF ENGLISH
UNIT I – WRITE TO RECALL AN EXPERIENCE				
Recall an experience accurately.		T/73/P C7 T/118/P Growing Up T/124/P Imag. Walk		S/1-2/P Supermarket and Lotto S/8-9/P A Walk S/36/P I Hear S/40/P Elephants S/41-42/P A Friend
UNIT II – WRITE TO SHARE FEELINGS, IDEAS, ATTITUDES AND INSIGHTS				
A. Recall ideas and feelings appropriate for the task.		T/107/P 1-10 Wish Book	T/D-21P Increase Voc.	S/10/P Restaurant and Extension S/29-30/P Animals T/19/P Extension
B. Express feelings and ideas according to the specified task for the teacher to write.			T/D-19/P Surprise Box/Fish T/D-24/P Halloween T/H-26/P Pumpkins	S/11-12/P School S/51-52/P Circle S/59-60/P I Like, I Don't Like T/11/P Green--Extension

	BILL MARTIN MATERIALS	LANGUAGE EXPERIENCE ACTIVITIES	S.C.O.R.E.	SPECTRUM OF ENGLISH
UNIT III – WRITE TO GIVE FORM TO IMAGINATIVE CONTENT				
A. Write poetry in a specified form (e.g., cinquain, concrete, quatrain).	Sounds of Language T/19-40/Ex Basic Patterns	T/161-162/P Raccoon on Moon T/209/P Another Creature		S/23/P Green
B. Write in prose form (story or tale following the organization of the model).	Sounds of Language T/19-40/Ex Basic Patterns			S/27/P Little Red Hen S/38-39/P The Three Bears S/58/Ex, P Riddles T/21/P Extension

CODINGS FOR KINDERGARTEN "CHOSEN" UNIT

	BILL MARTIN MATERIALS	LANGUAGE EXPERIENCE ACTIVITIES	S.C.O.R.E.	SPECTRUM OF ENGLISH
WRITE TO INVENT IMAGES				
A. Create a mental picture.		T/80/P What's Hiding There? T/155/P New Put Togethers		S/13/P Children's Zoo S/31/P Movements S/43/P Hats T/16/P Doing Things -- Extensions
B. Varied, vivid language	Sounds of Language T/45-49/Ex Rhyme-Rhythm			

KINDERGARTEN Activities

UNIT I. WRITE TO RECALL AN EXPERIENCE

Activity 1: Read the story, *Blueberries for Sal,* by Lois Lenski, as an introduction to this experience. As you read the story, drop blueberries into a pail. After the story have the children look at, touch, smell and taste the blueberries. Have the children recall this experience orally and write a group chart story. As a follow-up to this activity you could have the children bake something with blueberries and compare the uncooked blueberries with the cooked blueberries.

Activity 2: Discuss signs of the season. Go on a nature walk, having the children look for seasonal signs. Following the walk, have the children recall the seasonal signs that they saw. A group chart story could be written or the children could recall the signs by drawing them and dictating to the teacher.

Activity 3: Have the children listen to the recording of the whale sounds that accompanies the SAPA II science materials. Have the children use hand and arm movements to show pitch and volume changes. Have the children recall the experience orally for the teacher to write in the form of a group chart story.

UNIT II: WRITE TO SHARE FEELINGS, IDEAS, ATTITUDES AND INSIGHTS

A. Recall ideas and feelings appropriate for the task.

1. Based on prior experience
2. Shared orally by student for teacher to write

B. Express feelings and ideas, according to the specified task for the teacher to write.

1. Based on prior experience
2. Emphasizing sincere and honest thoughts

Activity 1: Read the story, *Swimmy*, by Leo Lionni. Discuss how Swimmy would feel at the beginning of the story and at the end of the story. Have each child draw a picture of Swimmy, during one part of the story. The children will dictate to the teacher how they think Swimmy felt. The children could share their pictures with one another.

Activity 2: Have the children make a book entitled *My Family*. The children will draw pictures of their family members. They will draw one person on each page. The children will then dictate to the teacher ideas about each person. Encourage them to include why they like each person and what they like to do with each person. They might also include why each person is important to them.

Activity 3: Share some interesting animal pictures with the children. Lead them in a discussion about these animals. Have the children close their eyes and pretend they are one of the animals. Each child will then share with the others which animal they would choose to be and why. The children's language could be recorded on a tape recorder. The children could also portray their chosen animal in movement.

KINDERGARTEN Activities

UNIT III: WRITE TO GIVE FORM TO IMAGINATIVE CONTENT

B. Write in prose form (story or tale following the organization of the model).

1. Observing teacher telling or reading a variety of story forms.
2. Retelling of stories by student based on forms (e.g., folk tale, transformational myth, patterned stories, fables, animal stories, plays, riddles, jokes)
3. Shared orally and/or for teacher to write

Activity 1: Read the story, *The Gingerbread Boy.* As a group have the children tell a new story following the pattern of events and the language pattern in *The Gingerbread Boy.* The main character will be a fish who gets off the hook and runs away from the fisherman. The characters that he meets should be undersea animals.

Activity 2: Read a variety of alphabet books to the children. Give each child a paper with one letter of the alphabet on it, i.e., "A is for ________." Have each child draw a picture to go with their letter. Have each child tell you about what they drew and write this information on their paper. Make a class alphabet book using each child's page.

Activity 3: Read the story *Brown Bear, Brown Bear* by Bill Martin. Reread the story having the children "read" with you so they become familiar with the language pattern. Have each child draw a picture of an animal such as a green dinosaur, black spider, etc. Make a class book using the language pattern of Bill Martin's book. For example, "Green Dinosaur, Green Dinosaur what do you see? I see a Black Spider looking at me, etc."

KINDERGARTEN Activities

CHOSEN UNIT: WRITE TO INVENT IMAGES

A. Create a mental picture appropriate for the task.

Activity: Read the story *Four Fur Feet* by Margaret Wise Brown. This is a good patterned story. The Four Fur Feet are illustrated in this book, but the rest of the creature is not. Have the children close their eyes and imagine what the rest of the creature looks like. Then have the children portray their creature in movement. Direct the children to draw a picture of their image of the creature. Children may then dictate to the teacher information about their creature.

B. Express images and perceptions according to the specified task, for the teacher to write.

Activity: Read the story *Joe and the Snow* by De Paola. Discuss the meaning of the word "unusual." List all the unusual events in the story. Have the children brainstorm imaginable things (i.e., a green sun, purple snow, polka-dotted pig, flying car, etc.). Direct the children to draw "unusual" pictures. Have the children describe their pictures to you and record their dictation.

UNIT I WRITE TO RECALL AN EXPERIENCE

Recall an experience accurately.

1. "Recapturing" of a prior event or activity
2. Involvement of the five senses
3. Pre-writing activity: sharing of information orally or in writing
4. Writing by student and/or teacher in prose or list form

UNIT II WRITE TO SHARE FEELINGS, IDEAS, ATTITUDES, AND INSIGHTS

A. Write feelings and ideas according to the specified task.

    1. Based on prior experience

    2. Emphasizing sincere and honest thoughts

B. Recall ideas and feelings appropriate for the task.

    1. Based on prior experience

    2. Shared orally and in writing

UNIT III WRITE TO RECORD ACCURATE INFORMATION

A. Write words and/or sentences correctly from dictation
   1. Listening to teacher
   2. Writing exact words of teacher
   3. Using appropriate capitalization and punctuation
   4. Using specified form
   5. Using correct spelling

B. Record factual data (information understood by the writer to be true) accurately.
   1. Using list form or data sheet
   2. Writing concisely
   3. Ordering events

C. Copy accurately from a visible source.
   1. Replicating material
   2. Writing legibly

D. Recall factual data accurately.
   1. Using prior experience
   2. Sharing information orally and in writing

E. Locate specific words in reference materials.
   1. Pictionary
   2. Dictionary
   3. *American Heritage* List of 500 Most Frequently Used Words

UNIT IV WRITE TO GIVE FORM TO IMAGINATIVE CONTENT (Teacher Model)

A. **Write poetry in a specified form (e.g., free verse, cinquain, concrete, quatrain).**

1. **Following the designated model**
2. **Using language appropriate to the form (e.g., rhyming words, action words, telling words)**
3. **Using appropriate punctuation and capitalization**

B. Write in prose form (story or tale following the organization of a model).

1. Observing teacher telling or reading a variety of story forms
2. Retelling of stories by student based on forms (e.g., folk tale, transformational myth, patterned stories, fables, animal stories, plays, riddles, jokes)
3. Shared orally and/or for teacher to write.

PRIMARY 1

031.31 WRITE TO CONVEY FACTUAL KNOWLEDGE (Informative)

A. Convey facts (information understood by the writer to be true) accurately in writing.

1. Use of list or prose form
2. Appropriate choices from a topic, event, activity, or classroom experience
3. Written for the specified audience

B. Recall factual data accurately.

1. Using prior experience
2. Sharing of information orally and in writing

C. Locate specific words in reference materials.

1. Pictionary
2. Dictionary
3. *American Heritage* 500 Word List

CHOSEN UNIT: WRITE TO INVENT IMAGES

A. **Create a mental picture appropriate for the task.**

1. Based on sensory perceptions
2. Based on personal or emotional perceptions
3. Shared
   a. Orally
   b. In pictures
   c. In movement

B. **Express images and perceptions according to the specified task, for the teacher to write.**

1. Varied and vivid language
2. Figurative language
3. Personal or emotional experiences

C. **Explore and develop personal writing until individual interests are met.***

D. **Strive to work with your ideas and images until you communicate them effectively, orally or in writing.***

*Attitude objective

CODINGS FOR PRIMARY 1 COMMON WRITING OBJECTIVES

	BILL MARTIN MATERIALS	LANGUAGE EXPERIENCE ACTIVITIES	S.C.O.R.E.	SPECTRUM OF ENGLISH
I. FORMS				
A. Copy a sentence correctly.	Level 1 T/37/En Analyzing Sentence Structure T/48/En Sentence Structure T/57-58/P Sentence Structure T/67/P No. 6 Word Structure			
B. Write a sentence correctly.	Sounds of Language T/74-86/Ex Sentence Structure			
II. GENERAL				
A. Write a rough draft.				
B. Proofread and edit according to evaluation specifics.	Sounds of Language T/86-91/Ex Reducing--Rearranging Sentence			

	BILL MARTIN MATERIALS	LANGUAGE EXPERIENCE ACTIVITIES	S.C.O.R.E.	SPECTRUM OF ENGLISH
UNIT I – WRITE TO RECALL AN EXPERIENCE				
Recall an experience accurately.		T/74/P C-9 Pancakes T/74/P C-10 T/124/P Imag. Walk		S/91-92/P This Year in School
UNIT II – WRITE TO SHARE FEELINGS, IDEAS, ATTITUDES AND INSIGHTS				
A. Write feelings and ideas according to the specified tasks.		T/64/P My Own Thing T/136/P Push Button		S/29/P What is Inside? S/31/P I Like S/56/P Doing Things S/57-58/P Someday I Will S/89/P Talking
B. Recall ideas and feelings appropriate for the task.	Instant Readers T/45/EN No. 7 Responding To Typographical Intrigue			S/60/P Feelings S/75-76/P I Made

	BILL MARTIN MATERIALS	LANGUAGE EXPERIENCE ACTIVITIES	S.C.O.R.E.	SPECTRUM OF ENGLISH
UNIT III – WRITE TO RECORD ACCURATE INFORMATION				
B. Record factual data (information understood by the writer to be true) accurately.			T/B-8/P Me T/H-27/P Round Book	T/4/P Extension Gunni Wolf T/7/En Caps-Sale Expand Concrete T/18/P Naming Extension
D. Recall factual data accurately.	Instant Readers T/70/P Literature Structure	T/70/P C-2		S/19-20/P I Can
UNIT IV – WRITE TO GIVE FORM TO IMAGINATIVE CONTENT				
A. Write poetry in a specified form (e.g., cinquain, concrete, quatrain).	Instant Readers T/63/P Analyzing Word Structure Sounds of Language T/19-40/Ex Basic Pattern	T/161-162/P Racoon Moon T/164,165,167/P With a Friend T/190-191/P I Like		S/16-17/Ex Bugs and Toys S/26-27/P The Little Kittens S/52-53/P Jump Jiggle Haunted House

CODINGS FOR PRIMARY 1 "EXPECTED" UNITS

	BILL MARTIN MATERIALS	LANGUAGE EXPERIENCE ACTIVITIES	S.C.O.R.E.	SPECTRUM OF ENGLISH
A. (Continued)		T/209/P Another Creature		T/9/En Bugs and Toys Extension
B. Write in prose form (story or tale following the organization of a model).	Instant Readers T/40/En Analyzing Literary Structure T/46-47/En The Haunted House T/50-51/Ex Silly Goose Sounds of Language T/19-40/Ex Basic Pattern	T/116/P R-6 Trifold T/137/P Feet Riddles T/168/P When Can I Eat? T/264-266/P Magic in the Right Questions	T/B-8/P Song	T/22/En Who Am I? Extension T/31/En Beginnings Extensions

CODINGS FOR PRIMARY 1 "CHOSEN" UNIT

	BILL MARTIN MATERIALS	LANGUAGE EXPERIENCE ACTIVITIES	S.C.O.R.E.	SPECTRUM OF ENGLISH
WRITE TO INVENT IMAGES				
A. Create a mental picture.		T/1-5/P A Mood Picture T/154/P Nonsense Put Together T/160/P A Clown Act		S/59/P People T/2/P The Zoo T/33/P Under, Over, Into T/47/P Word
B. Express images.	Sounds of Language T/45-49/Ex Rhyme-Rhythms	T/206-207/P Crazy Creature		

CODINGS FOR PRIMARY 1 EXPERIENCES GRID

	BILL MARTIN MATERIALS	LANGUAGE EXPERIENCE ACTIVITIES	S.C.O.R.E.	SPECTRUM OF ENGLISH
Prose: 1. Sentence	Sounds of Language T/56-61/En How Sentence Works Level 1 T/75/P Sentence Structure		T/E-44/P Sentence	S/9/Ex Tell the Story S/15/Ex What is Round S/73/P Sentence S/81/P Word Order S/83/P Meaning
Compressed Writing: 1. List				T/25/P Jumper Jiggle Extensions T/31/P Tell the Story Extensions
Reference Materials: 1. Pictionary				S/69/P Dictionary Page S/87/Ex Dictionary Page

P-37

CODINGS FOR PRIMARY 1 WRITING MECHANICS GRID

	BILL MARTIN MATERIALS	LANGUAGE EXPERIENCE ACTIVITIES	S.C.O.R.E.	SPECTRUM OF ENGLISH
Capitalization				
1. Names of people or things		T/117TP R-8 Characters Only	T/H-34/P Understand My Her.	S/18/P Names S/90/P To Remember 1st Clown
2. Pronoun "I"				S/51/P Writing I S/90/P To Remember 2nd Clown
3. All words in a title				
4. Beginning of sentences				S/30/P Capital Letters S/90/P To Remember 3rd Clown

	BILL MARTIN MATERIALS	LANGUAGE EXPERIENCE ACTIVITIES	S.C.O.R.E.	SPECTRUM OF ENGLISH
Punctuation				
1. Apostrophe	Level 1 T/38/En Apostrophe Cont.			
3. Comma				S/66/P Tell and Ask
9. Period				S/43/P Using Periods S/90/P To Remember Clown 4
10. Question mark at end of an interrogative sentence				S/65/P Question Marks S/67/Ex Matching S/68/Ex Dudley S/90/P To Remember Clown 4

PRIMARY 1 Activities

UNIT I: WRITE TO RECALL AN EXPERIENCE

Activity 1: Visit Morrill Hall; have the children draw a picture and write or dictate what they recall about the dinosaurs they saw.

Activity 2: After the Shrine Circus clowns visit, lead a discussion to help the children recall the experience. The children should then write or dictate to the teacher this information.

Activity 3: Divide the class into small groups. Have each group recall a different fairytale or familiar story; have the group rewrite the story in rebus form to share with the kindergarteners.*

*See *A Book of Rebus Stories, Interaction* Activity cards 1-77745.

PRIMARY 1 Activities

UNIT II: WRITE TO SHARE FEELINGS, IDEAS, ATTITUDES, AND INSIGHTS

A. Write feelings and ideas according to the specified task.

B. Recall ideas and feelings appropriate for the task.

Activity 1: Have a pre-writing discussion using any of these questions: How do you like dinosaurs? What would you do if you had a dinosaur for a pet or a neighbor? What would happen in Lincoln if dinosaurs were allowed to move about? Have the children write or dictate a dinosaur book. The children would enjoy writing their story in a dinosaur shape book.

Activity 2: Read the story *Where the Wild Things Are,* by Maurice Sendak. The children will then create monsters using scrap materials. After the creatures are constructed, children will write a story about their monster.

Suggested story guides:
Describe your monster.
Describe where your monster lives.
Tell some things that have happened to your monster.

Activity 3: Have the children bring a snapshot of someone they love. Direct the children to write a story about the person. They should include details that tell why they love the person, what the person is like and what they like to do with this person. The children should share the story with the special person they wrote about.

PRIMARY 1 Activities

UNIT III: WRITE TO RECORD ACCURATE INFORMATION

A. Write words and/or sentences correctly from dictation.

Activity: Have the students write sentences correctly from dictation.

e. g., The circus is in town.
I saw a clown.
I like cotton candy and popcorn.
The lions were big.
We had fun.

B. Record factual data (information understood by the writer to be true) accurately.

C. Recall factual data accurately.

Activity 1: Read a book or show a film about dinosaurs to the children. Record accurate information from the book or film (chart facts about dinosaurs).

Activity 2: From an actual experience, hearing a story or viewing a film, record in list form all the animals and all the various performers seen at a circus.

UNIT IV: WRITE TO GIVE FORM TO IMAGINATIVE CONTENT (Teacher Model)

A. Write poetry in a specified form (e.g., cinquain, concrete, quatrain).

Activity: Brainstorm circus words and then words that rhyme with them. Using a pair of rhyming words have the group write a two line poem. After doing several group poems each child could write their own poem and illustrate it. These could be made into a class book.

B. Write in prose form (story or tale following the organization of a model).

Activity 1: Brainstorm a list of circus animals. Have the children choose two of them to combine into a new animal. Give the new animal a name. Tell what he eats, what he looks like, where he lives, and some of his unusual habits. The children could illustrate their animals and put them on display. Each child could read his story and have the others try to identify the correct illustration.

Activity 2: Read *And To Think That I Saw It on Mulberry Street,* by Dr. Seuss. Have the children list some of the things that Marco saw on Mulberry Street. Next have the children list some of the real things they see when walking home. Children will then close their eyes and think of some interesting imaginative things they might see. These ideas should be listed and children will write a story, using the pattern of *And to Think That I Saw It on Mulberry Street.* Their title could be *And to Think That I Saw It on* ______ (name of child's street) *Street.* This could be a group story.

Activity 3: Have a collection of old hats, including a variety of types. The children may choose a hat and wear it. As they wear the hat they are to write a paragraph using the hat as a theme. Questions might be asked such as: Who wore this hat? What did the owner of this hat do? Where has this hat been? Why was it thrown out? Stories may also be written using a collection of old shoes.

PRIMARY 1 Activities

CHOSEN UNIT: WRITE TO INVENT IMAGES

A. Create a mental picture appropriate for the task.

Activity: Display several situation pictures of summer adventures such as swimming, visiting the zoo, camping, etc. Have the children describe what is happening in the pictures. This may be recorded on chart paper. Direct children to pantomime a summer activity they enjoyed and have the class guess the activity.

B. Express images and perceptions according to the specified task for the teacher to write.

Lots of Sounds

Activity: Read the poem, "Noises," by Virginia S. Brown.*

Clocks tick.
Switches click.
Bees buzz in the air.
Doors bang.
Engines clang.
Toys bump down the stair.

Have the children make up short phrases containing other "sound" words. For example: lids *clang,* faucets *drip,* frogs *gulp,* wipers *flip,* etc. List their suggestions on the board and read them aloud. The children could illustrate these phrases or make sound poems.

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UNIT I WRITE TO SHARE FEELINGS, IDEAS, ATTITUDES, AND INSIGHTS

A. Write to express feelings and ideas according to the specified task.

1. Based on prior experience
2. Emphasizing sincere and honest thoughts

B. Recall ideas and feelings appropriate for the task.

1. Based on prior experience
2. Sharing of ideas orally and in writing

UNIT II WRITE TO RECORD ACCURATE INFORMATION

A. Write words and/or sentences correctly from dictation.
   1. Listening to teacher
   2. Writing exact words of teacher
   3. Using appropriate capitalization and punctuation
   4. Using specified form
   5. Using correct spelling

B. Record factual data (information understood by the writer to be true) accurately.
   1. Using list form or data sheet
   2. Writing concisely
   3. Ordering events

C. Copy accurately from a visible source.
   1. Replication of material
   2. Writing legibly

D. Recall factual data accurately.
   1. Using prior experience
   2. Sharing information orally and in writing

E. Locate specific words in reference materials.
   1. Pictionary
   2. Dictionary
   3. *American Heritage* List of 500 Most Frequently Used Words

UNIT III WRITE TO CONVEY FACTUAL KNOWLEDGE

A. Convey facts (information understood by the writer to be true) accurately in writing.

1. Use of list or prose form
2. Appropriate choices from a topic, event, activity, or classroom experience
3. Written for the specified audience

B. Recall factual data accurately.

1. Using prior experience
2. Sharing of information orally and in writing

C. Locate specific words in reference materials.

1. Pictionary
2. Dictionary
3. *American Heritage* 500 Word List

UNIT IV WRITE TO GIVE FORM TO IMAGINATIVE CONTENT

A. Write poetry in a specified form (e.g., free verse, cinquain, concrete, quatrain).

1. Following the designated model
2. Using language appropriate to the form (e.g., rhyming words, action words, telling words)
3. Using appropriate punctuation and capitalization

B. Write in prose form (story or tale).

1. Writing based on a model (e.g., folk tale, transformational myth, patterned stories, fables, animal stories, plays, riddles, jokes)
2. Using complete sentences
3. Using appropriate punctuation and capitalization
4. Using margins
5. Indenting first line

UNIT V WRITE TO GIVE DIRECTIONS

A. **Recall factual data accurately.**
   1. **Use of prior experience**
   2. **Sharing of information orally and in writing**

B. Write clear directions.
   1. Inclusion of all necessary ingredients, materials, facts, and/or information
   2. Inclusion of all necessary steps in sequential order
   3. Use of language that is concise and clear for the specified audience
   4. Use of a list or a social letter form

C. Write directions in the form of a list.
   1. Use of words, phrases, or complete sentences
   2. Arrangement in numerical order (e.g., 1., 2., 3., . .)
   3. Inclusion of a title

D. Locate specific words in reference materials.
   1. Pictionary
   2. Dictionary
   3. *American Heritage* of 500 Most Frequently Used Word List

OPTIONAL UNIT

PRIMARY 2

031.11 WRITE TO RECALL AN EXPERIENCE (Informative)

Recall an experience accurately.

1. Recapturing of prior event or activity
2. Involving the five senses
3. Sharing of information orally and in writing
4. Writing in prose or list form

032.22 WRITE TO CONVINCE OTHERS (Elicitive)

A. Recall factual data (information understood by the writer to be true) accurately.
   1. Using list form or data sheet
   2. Writing concisely
   3. Ordering of events

B. Participate in appropriate classroom discussions and experiences until able to express and support an opinion.*

C. Write to convince others in prose or list form.
   1. Opinion stated in sentences
   2. Reasons stated to support opinion (own idea, based on information and your own personal experience)
   3. Indenting first line
   4. Using of margins

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*Attitude objective

CHOSEN UNIT: WRITE TO INVENT IMAGES

- **A. Create a mental picture appropriate for the task.**
  - 1. Based on sensory perceptions
  - 2. Based on personal or emotional perceptions
  - 3. Shared
    - a. Orally
    - b. In pictures
    - c. In movement
- **B. Express images and perceptions in writing according to the specified task.**
  - 1. Varied and vivid language
  - 2. Figurative language
  - 3. Personal or emotional experiences
- **C. Explore and develop personal writing until individual interests are met.***
- **D. Strive to work with your ideas and images until you communicate them effectively, orally or in writing.***

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*Attitude objective

CODINGS FOR PRIMARY 2 COMMON WRITING OBJECTIVES

	BILL MARTIN MATERIALS	LANGUAGE EXPERIENCE ACTIVITIES	S.C.O.R.E.	SPECTRUM OF ENGLISH
I. Forms				
A. Copy a sentence correctly.	Instant Readers Level 1 T/37/En Analyzing Sentence Structure			
B. Write a sentence correctly.	Sounds of Language T/74-85/Ex Sentence Structure	T/116/Ex R-4 If I Had $100 T/133/P 15 Words		S/5/P What Is Tall? S/26-27/P Doing S/89/P Sentences S/100/P Finish Them T/4/En Extensions to Expand Concept T/14/En Extensions T/46/En Extensions
G. Write a social letter in correct form.				S/68/Ex Friendly Letter T/33/En Extension

	BILL MARTIN MATERIALS	LANGUAGE EXPERIENCE ACTIVITIES	S.C.O.R.E.	SPECTRUM OF ENGLISH
H. Address an envelope correctly.				S/70/P An Envelope
II. General B. Proofread and edit according to evaluation specifics.	Sounds of Language T/86-91/Ex Reducing-Rearranging Sentences			

CODINGS FOR PRIMARY 2 "EXPECTED" UNITS

	BILL MARTIN MATERIALS	LANGUAGE EXPERIENCE ACTIVITIES	S.C.O.R.E.	SPECTRUM OF ENGLISH
UNIT I -- WRITE TO SHARE FEELINGS' IDEAS' ATTITUDES AND INSIGHTS				
A. Write to express feelings and ideas according to the specified task.		T/118/P What Did They Say T/136/P What Did I Hear T/136/P Push Button	T/A-9/P Point of View T/B-6/P Story Starters	S/18/P Making Friends S/65-66/P Feelings
B. Recall ideas and feelings appropriate for the task.		T/73/P Activity 1-2-3 Popcorn		
UNIT II -- WRITE TO RECORD ACCURATE INFORMATION				
B. Record factual data (information understood by the writer to be true) accurately.	Sounds of Language T/41-43/Ex Chronological Seq. Sounds of Language T/41-43/Ex 1, 2, and 3	T/72/P Food Change T/199/P Discovering Tongue Tinglers		
C. Copy accurately from a visible source.		T/71/P C-3		
D. Recall factual data accurately.		T/182-184/P Things to Do T/201/P Sense Books		S/93-94/P After School S/106/P Fox and Crow

	BILL MARTIN MATERIALS	LANGUAGE EXPERIENCE ACTIVITIES	S.C.O.R.E.	SPECTRUM OF ENGLISH
UNIT III – WRITE TO CONVEY FACTUAL KNOWLEDGE				
A. Convey facts (information understood by the writer to be true) accurately in writing.		T/201-202/P I Move		S/116/P A News Report T/55/En A News Report Extension
B. Recall factual data accurately.				S/81-82/P My Diary
UNIT IV – WRITE TO GIVE FORM TO IMAGINATIVE CONTENT				
A. Write poetry in a specified form (e.g., cinquain, concrete, quatrain).	Sounds of Language T/19-40/Ex Basic Paterns	T/126-127/P Mother Goose in My Town T/137/P Feet Riddles T/161-162/P Clown Book T/164, 165, 167/P With a Friend T/180/P Leaf Rubbings		S/24-25/P Action S/47-49/P A Poem Wheel S/64/P A Poem S/84/Ex Writing a Poem S/85/P Mary Middling

	BILL MARTIN MATERIALS	LANGUAGE EXPERIENCE ACTIVITIES	S.C.O.R.E.	SPECTRUM OF ENGLISH
UNIT IV (continued)		T/187-188/P Rhyming Patterns T/190-191/P I Like T/208/P Alphabet Pyramids T/209/P Another Creature	T/13/En Action Extensions T/24/En Extension	
B. Write in prose form (story or tale).	Sounds of Language T/19-40/Ex Basic Patterns	T/73/P Activity 4 Popcorn T/128/P Folk Songs T/134/P Comic Stories T/166/P Friends Finding Things	T/B-4/P Forms T/B-8/P Riddle	S/14/P I Like S/31-32/P People I Know S/53-54/P Compound Animals S/92/P If I Were S/107-108/P Riddles S/118/P A Shape Story
UNIT V – WRITE TO GIVE DIRECTIONS				
A. Recall factual data accurately			T/B-5/P How To	S/119-120/P How To
B. Write clear directions.				S/69-P Writing a Letter

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CODINGS FOR PRIMARY 2 "CHOSEN" UNIT

	BILL MARTIN MATERIALS	LANGUAGE EXPERIENCE ACTIVITIES	S.C.O.R.E.	SPECTRUM OF ENGLISH
Write To Invent Images				
A. Create a mental picture.		T/181/P Ish Dance T/204/P Moving Bodies		S/2/P A Problem S/17/P A Newcomer S/83/P The Problem
B. Express images	Sounds of Language T/45-49/Ex Rhyme-Rhythm Sequence	T/124-125/P Imaginary Walk T/125/P What Do You Hear?		S/51/P Animals S/53-54/P Compound Animals S/110/P Children's Island

CODINGS FOR PRIMARY 2 EXPERIENCES GRID

	BILL MARTIN MATERIALS	LANGUAGE EXPERIENCE ACTIVITIES	S.C.O.R.E.	SPECTRUM OF ENGLISH
Literary Forms PROSE 1. Sentence	Sounds of Language T/56-61/Ex How Sentences Work			S/77/P Sentences S/79/P Word Order S/87/P Red Riding Hood T/36/En Sentences
POETRY 1. Cinquain		T/214-217/P Poetry Patterns	T/B-22/Ex Cinquain	

CODINGS FOR PRIMARY 2 WRITING MECHANICS GRID

	BILL MARTIN MATERIALS	LANGUAGE EXPERIENCE ACTIVITIES	S.C.O.R.E.	SPECTRUM OF ENGLISH
Capitalization				
1. Names of people or things		T/117/P R8 Charac Only		S/10/P Naming Clowns S/122/P Practice S/123/P Practice
3. All words in a title		T/127/P What's the Title		
4. Beginning of sentences				S/23/P Capital Letters S/121/P Practicing
5. Days of the week				S/62/P Days S/123/P Practice
6. Months of year				S/72-73/P The Months S/123/P Practice
7. Abbreviations and initials		T/95-96/P Who's on my Family Tree		

	BILL MARTIN MATERIALS	LANGUAGE EXPERIENCE ACTIVITIES	S.C.O.R.E.	SPECTRUM OF ENGLISH
7. Abreviations and initials (continued)		T/266-267/P, En Questionable Characters		
9. Names of places				S/11/P Naming Places
Punctuation				
1. Apostrophe	Instant Readers Level 1 T/38/En Apostrophe, Cont.	T/103-104/Ex 1-3 Contractions T/267/Ex A Little Less Sound		S/104/P Shortening Words
3. Comma				S/63/P Dates
9. Period				S/28/P Using Periods S/124/P Practice
10. Question mark at end of an interrogative sentence				S/29/P Question Marks S/36/P Tell and Ask S/46/P Matching S/124/P Practice

	BILL MARTIN MATERIALS	LANGUAGE EXPERIENCE ACTIVITIES	S.C.O.R.E.	SPECTRUM OF ENGLISH
10. Question mark (continued)				T/15/En Question Mark--Extension T/23/En Matching Extension

PRIMARY 2 Activities

UNIT I: WRITE TO SHARE FEELINGS, IDEAS, ATTITUDES, AND INSIGHTS

A. Write to express feelings and ideas according to the specified task.

B. Recall ideas and feelings appropriate for the task.

Activity 1: Using three colored bags, print the words *Character, Place* and *Time* on them. Place words or phrases in each bag. For example in the *Place* bag: Midnight forest, Haunted castle. In the *Time* bag: Late at night, Moon in its first quarter. In the *Character* bag: A small boy lost in the woods. Have children draw out a phrase from each bag and cooperatively write a story. Then have each child write ideas on strips of paper labled *Time, Place,* and *Characters.* Later each child can draw out idea strips from each bag and write original stories.

Activity 2: Have the children write how they would feel if they found a monster living in their bedroom.

Activity 3: Have the children express in writing how they feel when they hear the fire alarm.

PRIMARY 2 Activities

UNIT II: WRITE TO RECORD ACCURATE INFORMATION

B. Record factual data (information understood by the writer to be true) accurately.

Activity 1: Have the class members graph their birthdays.

Activity 2: Direct the class members to graph the number and kinds of pets they have.

Activity 3: Have the children brainstorm things that are potential fire hazards. Using the information, make a list of potential fire hazards in their own home.

Activity 4: Working in groups, each group will construct a monster. They will record in lists the materials used and the dimensions of the monsters.

UNIT III: WRITE TO CONVEY FACTUAL KNOWLEDGE

A. Convey facts (information understood by the writer to be true) accurately in writing.

Activity 1: Direct the children to write in list or prose form facts that describe themselves as a numeral, without telling the numeral name. Have students read their stories to the class and let the others guess their numeral (i.e., I have two straight lines and a curved line. If you add four to me I would equal nine. I'm an odd number.).

Activity 2: Individually or as a group have the children write facts about classroom birthdays, using information from the graph made for Unit II, B.

Activity 3: Using data from the pet graph made for Unit II, B, the children will summarize it either in list or prose form.

PRIMARY 2 Activities

UNIT IV: WRITE TO GIVE FORM TO IMAGINATIVE CONTENT

B. Write in prose form (story or tale).

Activity 1: Funny papers as a stimulus—use funny-paper cartoons as a means of developing dialogue and story sequences. Block out all the dialogue on the cartoons. Children are directed to write a story in which they tell what the characters are saying and doing.

Activity 2: Direct the children to pretend they are stuffed animals. They will write a story about their life. Story guide questions might include:

What animal are you?
What do you look like?
What are you stuffed with?
Who owns you?
How are you treated?
Do you ever come alive?
What do you do when everyone is asleep?

The story or film entitled **The Velveteen Rabbit** *would be a good supplement for this activity.*

Activity 3: To the tune of the jump rope jingle "Teddy Bear" write new lyrics using words about fire safety.

PRIMARY 2 Activities

UNIT V: WRITE TO GIVE DIRECTIONS

B. Write clear directions.

Activity 1: Using a prism, cast a rainbow on the wall. The group will list the colors that can be seen in the rainbow. Divide the children into small groups. Giving them primary colored paints direct them to experiment with their paints to mix other colors. They could then make color wheels. They should be reminded to keep a record of their experimentation. The children are to write directions for mixing paints. These directions should be tried by other students.

Activity 2: Have each group, using the information they recorded in Unit II, write directions on how to make a monster for the monster recipe file. The children may then use these recipes to create their own monsters.

Activity 3: Have the children brainstorm directions to follow during a fire drill. Then the children should write in sequential order the steps to follow during a fire drill.

PRIMARY 2 Activities

CHOSEN UNIT: WRITE TO INVENT IMAGES

A. Create a mental picture appropriate for the task.

Activity: Have the children close their eyes and imagine a monster. Each child will then move like their monster and the other children will try to guess the characteristics of the monster.

B. Express images and perceptions in writing according to the specified task.

Activity: As a group, brainstorm all the words that describe monsters. Encourage varied and vivid language.

UNIT I WRITE TO GIVE DIRECTIONS

A. Write clear directions.

1. Inclusion of all necessary ingredients, materials, facts, and/or information
2. Inclusion of all necessary steps in sequential order
3. Using language that is concise and clear for the specified audience
4. Using a list or a social letter form

B. Write directions in the form of a list.

1. Use of words, phrases, or complete sentences
2. Arrangement in numerical order (e.g., 1., 2., 3., . . .)
3. Inclusion of a title

C. Recall factual data accurately.

1. Using prior experience
2. Sharing information orally and in writing

D. Locate specific words in reference materials.

1. Pictionary
2. Dictionary
3. *American Heritage* List of 500 Most Frequently Used Words

UNIT II WRITE TO CONVEY FACTUAL KNOWLEDGE

A. Convey facts (information understood by the writer to be true) accurately in writing.

1. Use of list or prose form
2. Appropriate choices from a topic, event, activity, or classroom experience
3. Written for the specified audience

B. Recall factual data accurately.

1. Using prior experience
2. Sharing information orally and in writing

C. Locate specific words in reference materials.

1. Pictionary
2. Dictionary
3. *American Heritage* List of 500 Most Frequently Used Words

PRIMARY 3 — 032.22 Elicitive

UNIT III WRITE TO CONVINCE OTHERS

A. Write to convince others in prose or list form.

   1. Opinion stated in sentences
   2. Reasons stated to support opinion (own idea, based on information and own personal experience)
   3. Indenting first line
   4. Using margins

B. Recall factual data (information understood by the writer to be true) accurately.

   1. Using list form or data sheet
   2. Writing concisely
   3. Ordering events

C. Participate in appropriate classroom discussions and experiences until able to express and support an opinion.*

*Attitude objective

UNIT IV WRITE TO GIVE FORM TO IMAGINATIVE CONTENT

A. Write poetry in a specified form (e.g., free verse, cinquain, concrete, quatrain).

1. Following the designated model
2. Using language appropriate to the form (e.g., rhyming words, action words, telling words)
3. Using appropriate punctuation and capitalization

B. Write in prose form (story or tale).

1. Writing based on a model (e.g., folk tale, transformational myth, patterned stories, fables, animal stories, plays, riddles, jokes)
2. Using complete sentences
3. Using appropriate punctuation and capitalization
4. Using margins
5. Indenting first line

OPTIONAL UNIT

PRIMARY 3

031.21 WRITE TO RECORD ACCURATE INFORMATION

A. Write words and/or sentences correctly from dictation.

1. Listening to the teacher
2. Writing exact words of the teacher
3. Using appropriate capitalization and punctuation
4. Using specified form
5. Using correct spelling

B. Record factual data (information understood by the writer to be true) accurately.

1. Using list form or data sheet
2. Writing concisely
3. Ordering of events

C. Copy accurately from a visible source.

1. Replication of material
2. Writing legibly

D. Locate specific words in reference materials.

1. Pictionary
2. Dictionary
3. *American Heritage* List of 500 Most Frequently Used Words

CHOSEN UNIT: WRITE TO INVENT IMAGES

A. **Create a mental picture appropriate for the task.**

1. Based on sensory perceptions
2. Based on personal or emotional perceptions
3. Shared
   a. Orally
   b. In pictures
   c. In movement

B. **Express images and perceptions in writing according to the specified task.**

1. Varied and vivid language
2. Figurative language
3. Personal or emotional experiences

C. **Explore and develop personal writing until individual interests are met.***

D. **Strive to work with your ideas and images until you communicate them effectively, orally or in writing.***

*Attitude objective

CODINGS FOR PRIMARY 3 COMMON WRITING OBJECTIVES

	BILL MARTIN MATERIALS	LANGUAGE EXPERIENCE ACTIVITIES	NEW DIRECTIONS IN ENGLISH	S.C.O.R.E.	SPECTRUM OF ENGLISH
I. Forms					
A. Copy a sentence correctly.			S/25/P Special Type of Word S/48, 49, 50/P Action Words S/171/P Signals to Begin and End Sentences S/172/P Practice in Beginning and Ending Sentences	T/H-28/P Verb T/H-44/P Use Precise Words T/T-45/P Use Words Appropriately	S/HB-16/P Rule 2 S/HB-21/P Rule 1 S/HB-26/P Rule 6 S/HB-27-29/P Rules 1, 2, 3 S/HB-30/P Rules 5-10 S/HB-38/P Proper Nouns S/98-99/P Reviewing Sentences S/106-109/P Recognizing Two Parts of a Statement S/111-113/P Action Words S/144-145/P Naming Words S/182/P Naming Words

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	BILL MARTIN MATERIALS	INDIVIDUALIZED LANGUAGE ARTS	LANGUAGE EXPERIENCE ACTIVITIES	NEW DIRECTIONS IN ENGLISH	S.C.O.R.E.
I. Forms					
A. Copy a sentence correctly (continued)					S/186-188/P Action Words S/226-227 Action Words
B. Write a sentence correctly.	Sounds of Language T/74-85/Ex Sentence Structure	T/74-75/Ex C-11 T/105/P Join Us T/133/P 15 Words		T/E-46/P Sentence	S/110/P Naming Words T/T31/En Extension T/T35/En Extension T/T59/En Extension
C. Write in prose form (e.g., paragraph or idea unit, report, personal account).		T/108/Ex 1-13 Sports Words T/109/Ex 1-14 2-Faced Words			
E. Write factual data in the form of a list.		T/99/P Crosswords			
G. Write a social letter in correct form.			S/198-199/Ex A Friendly Letter	T/B-9/Ex Social Letter	S/HB48-49/P Friendly Letter

P-80

	INSTANT READERS	LANGUAGE EXPERIENCE ACTIVITIES	NEW DIRECTIONS IN ENGLISH	S.C.O.R.E.	SPECTRUM OF ENGLISH
G. (continued)			S/200/P A Thank You Letter	T/B-12/Ex Social Letter T/B-15/Ex Social Letter	S/252-253/P Friendly Letter S/259/P Proofreading Letters T/T-131/En Extensions
H. Address an envelope correctly.					S/HB-47/P Envelope S/258/P Addressing an Envelope
II. General					
A. Write a rough draft.					
B. Proofread and edit according to evaluation specifics.	Sounds of Language T/86-91/Ex Reducing, Rearranging Sentences				S/87/P Proofreading S/129/P Proofreading S/173/P Proofreading Spelling S/213/P Proofreading

CODINGS FOR PRIMARY 3 "EXPECTED" UNITS

	BILL MARTIN MATERIALS	INDIVIDUALIZED LANGUAGE ARTS	LANGUAGE EXPERIENCES ACTIVITIES	NEW DIRECTIONS IN ENGLISH	S.C.O.R.E.	SPECTRUM OF ENGLISH
UNIT I – WRITE TO GIVE DIRECTIONS'						
A. Write clear directions.	Sounds of Language T/41-43/Ex Chronological Sequence T/69-71/Ex Chronological Seq.	T/107-142/Ex Slotting		S/218/P Recipes S/220/P Favorite Food	T/B-8/P Directions	S/254-257/P Writing Directions
B. Write directions in the form of a list		T/107-142/Ex Slotting				
C. Recall factual data accurately.		T/107-142/Ex Slotting				
UNIT II – WRITE TO CONVEY FACTUAL KNOWLEDGE						
A. Convey facts (information understood by the writer to be true) accurately in writing.		T/107-142/Ex Slotting	T/98/P My Car Race T/120-121/Ex Mystery Stories 7.05 T/135/En Fashion	S/20-21/P Labeled Boxes S/28/P Labeled Boxes S/53/P To Explore a Problem		S/47/P Checking Up S/126-127/P Using a List to Write a Story
B. Recall factual data accurately.		T/107-142/Ex Slotting				S/124-125/P Writing about Your Ideas

	BILL MARTIN MATERIALS	INDIVIDUALIZED LANGUAGE ARTS	LANGUAGE EXPERIENCES ACTIVITIES	NEW DIRECTIONS IN ENGLISH	S.C.O.R.E.	SPECTRUM OF ENGLISH
UNIT III – WRITE TO CONVINCE OTHERS						
A. Write to convince others in prose or list form.		T/33-35/Ex Sentence Sythesis T/107-142/Ex Slotting	T/135-136/P Why That Name? T/175/P Discovering New Friends			S/34/P Writing About Your Ideas S/44/P Writing About Your Ideas S/47/P Writing About Your Ideas
B. Recall factual data (information understood by the writer to be true) accurately.		T/107-142/Ex Slotting	T/197-199/P Tongue Tanglers			S/41/P Checking Up S/86/P Practice
C. Participate in appropriate classroom discussions and experiences until able to express and support an opinion.		T/107-142/Ex Slotting			T/D-27/Ex Evidence	S/43/P Talking About Your Ideas S/46-47/P Talking About Your Ideas

	BILL MARTIN MATERIALS	INDIVIDUALIZED LANGUAGE ARTS	LANGUAGE EXPERIENCES ACTIVITIES	NEW DIRECTIONS IN ENGLISH	S.C.O.R.E.	SPECTRUM OF ENGLISH
UNIT IV – WRITE TO GIVE FORM TO IMAGINATIVE CONTENT						
A. Write poetry in a specified form (e.g., cinquain, concrete, quatrain).	Sounds of Language T/19-40/Ex Basic Patterns	T/91-94/Ex Expansions by Modification T/95-100/Ex Expansion by Duplication T/107-142/Ex Slotting	T/126-127/Ex V-6 Mother Goose in My Town T/137/P Mother Goose T/161-162/P Raccoon on the Moon T/187-188/P Rhyming Patterns T/208/P Alphabet Pyramids T/209/P Another Creature T/243-246/P Triangle Triplets	S/227/P Sounds S/224/P Food S/231/P Thaw S/278-281/P Jabberwocky	T/B-22/P Cinquain	S/80-81/P Writing a Poem S/82-83/P Writing Rhymes
B. Write in prose form (story or tale).	Sounds of Language T/19-40/Ex Basic Patterns	T/91-94/Ex Expansion by Modification T/95-100/Ex Expansion by Duplication	T/128/P Folk Songs T/134-135/P Comic Stories T/135/P Missing Person	S/219/P Riddles S/222-223/P Menus S/223/P Song		S/37/P Writing about Your Ideas S/40/P Writing about Your Ideas

P-84

	BILL MARTIN MATERIALS	INDIVIDUALIZED LANGUAGE ARTS	LANGUAGE EXPERIENCES ACTIVITIES	NEW DIRECTIONS IN ENGLISH	S.C.O.R.E.	SPECTRUM OF ENGLISH
B. Write in prose form (story or tale). (continued)		T/107-142/Ex Slotting	T/138/P Stories from Classified Ads T/211/P What X-actly Did You See? T/260-261/P , En What Happened T/264/P, En What's in a Name?	S/249/P Make Up Your Own Rules for Writing S/289/P List of Rules		S/84-85/P Riddles S/102-103/P Word Order in Statements S/104-105/P Word Order S/120-122/P Writing about Your Ideas S/160-161/P Writing Make Believe Stories S/204, 209/P Finishing a Story S/205-208/P Writing Based on a Model T/T-51/En Extension T/T-115/En Extensions T/T-119/En Extensions

CODINGS FOR PRIMARY 3 "CHOSEN" UNIT

	BILL MARTIN MATERIALS	INDIVIDUALIZED LANGUAGE ARTS	LANGUAGE EXPERIENCES ACTIVITIES	NEW DIRECTIONS IN ENGLISH	S.C.O.R.E.	SPECTRUM OF ENGLISH
WRITE TO INVENT IMAGES						
A. Write to ivent images			T/128-129/P My Own Slides T/182-184/P Mountains			S/32-33/P How Something Feels S/35-36/P Using Words That Sound Like What They Mean S/45-47/P Writing About Things in Another Way S/52-59/P Moving S/84/P Talking About Your Ideas S/88-97/P Acting Without Words S/130-139/P Movement and Feelings S/174-181/ Acting Out a Character

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	BILL MARTIN MATERIALS	INDIVIDUALIZED LANGUAGE ARTS	LANGUAGE EXPERIENCES ACTIVITIES	NEW DIRECTIONS IN ENGLISH	S.C.O.R.E.	SPECTRUM OF ENGLISH
A. Write to invent images. (continued)						S/214-225/P Costumes, Sounds, Voices and Settings S/260-266/P Acting Out
B. Write to express images.	Sounds of Language T/45-49/Ex Rhyme Rhythm Sequence		T/127/P What's the Title			S/80-81/P Writing a Poem S/85/P Writing About Your Ideas S/160-171/P Writing Make Believe Stories S/202-209/P Writing Fantastic Adventures

CODINGS FOR PRIMARY 3 EXPERIENCES GRID

	BILL MARTIN MATERIALS	INDIVIDUALIZED LANGUAGE ARTS	LANGUAGE EXPERIENCES ACTIVITIES	NEW DIRECTIONS IN ENGLISH	S.C.O.R.E.	SPECTRUM OF ENGLISH
Literary Forms						
PROSE						
1. Sentence	Sounds of Language T/56-61/En How Sentences Work	T/33-35/Ex Sentence Synthesis T/107-142/Ex Slotting			T/H-30/P Try a Better Word T/H-38/P Use a Variety of Words T/H-39/P Use a Variety of Words	S/HB-15/P Rule 1 S/HB-17/P Rule S/HB-18/P Rule 4 T/T-53/En Extension
3. Book Report				S/194/Ex Book Reports S/195/P A Sample Book Report		
6. Report				S/197/P Topics		
7. Riddles and Jokes				S/243/P Write a Riddle		
POETRY						
1. Cinquain			T/214-217/P Poetry Patterns			
4. Quatrain			T/246-250/Ex, P Circus Quadrangles		T/B-31/Ex Quatrain	

	BILL MARTIN MATERIALS	INDIVIDUALIZED LANGUAGE ARTS	LANGUAGE EXPERIENCES ACTIVITIES	NEW DIRECTIONS IN ENGLISH	S.C.O.R.E.	SPECTRUM OF ENGLISH
Compressed Writing						
1. List				S/18-19/P Classifying Things		S/HB-50/P Outline S/210/P Writing Outlines
2. Titles						S/172/P Choosing Good Titles
Reference Materials						
3. Dictionary						S/228, 245/P Alphabetical Order

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CODINGS FOR PRIMARY 3 WRITING MECHANICS GRID

	BILL MARTIN MATERIALS	INDIVIDUALIZED LANGUAGE ARTS	LANGUAGE EXPERIENCES ACTIVITIES	NEW DIRECTIONS IN ENGLISH	S.C.O.R.E.	SPECTRUM OF ENGLISH
Capitalization						
1. Names of people or things						S/HB-3/P Rule 2 S/26/P Sharpening Your Skills S/51/P Caps on Names
3. All words in a title			T/127/ What's the Title?			S/HB-8/P Rule 7 S/64-72/P Periods
4. Beginning of sentences						S/HB-2/P Rule 1 S/74/P Sharpening Your Skills
5. Days of the week						S/HB-4/P Rule 3 S/HB-10/P Rule 9 S/29/P Sharpening Your Skills

	BILL MARTIN MATERIALS	INDIVIDUALIZED LANGUAGE ARTS	LANGUAGE EXPERIENCES ACTIVITIES	NEW DIRECTIONS IN ENGLISH	S.C.O.R.E.	SPECTRUM OF ENGLISH
Capitalization (continued)						
6. Months of year						S/HB-4/P Rule 3 S/77/P Writing Dates
7. Abbreviations and initials			T/104/P I'm Abbreviated T/266-267/P Questionable Characters			S/HB-9/P Rule 8 S/48/P Abbreviation for Dates S/115/P Caps
9. Names of places						S/HB-5/P Rule 4 S/HB7/P Rule 6 S/28/P Sharpening Your Skills S/116/P Caps--Places
Paragraphs						
3. Definition: a paragraph is an idea unit					T/D-17/P Paragraphs T/D-28 & 29/P Paragraphs	S/HB-51/P Paragraph S/211/P Writing about One Thing

	BILL MARTIN MATERIALS	INDIVIDUALIZED LANGUAGE ARTS	LANGUAGE EXPERIENCES ACTIVITIES	NEW DIRECTIONS IN ENGLISH	S.C.O.R.E.	SPECTRUM OF ENGLISH
Punctuation						
1. Apostrophe			T/267/Ex A Little Less Sound Please	S/177/P A Signal for Missing Letters		S/HB-14/P Rule 4 S/198-199/P Contractions
3. Comma						S/HB-12-13/P Commas S/117/P Commas Please
6. Exclamation mark at end of exclamatory sentence and interjection						S/76/P Sharpening Your Skills
9. Period	T/33-35/Ex Sentence Sythesis T/45-48/Ex Framed Paragraph T/107-113/Ex Slotting					S/HB-11/P Rule 1 S/75/P Punctuating
10. Question mark at end of an interrogative sentence	T/33-35/Ex Sent. Synthesis T/45-48/Ex Framed Paragraph T/107-113/Ex Slotting					S/HB19/P Rule 5-6 S/64-72/P Question Mark S/75/ Punctuating

	BILL MARTIN MATERIALS	INDIVIDUALIZED LANGUAGE ARTS	LANGUAGE EXPERIENCES ACTIVITIES	NEW DIRECTIONS IN ENGLISH	S.C.O.R.E.	SPECTRUM OF ENGLISH
Spelling						
1. American Heritage List of 500 Most Frequently Used Words	T/33-35/Ex Sentence Synthesis T/91-94/Ex Expansion by Modification T/95-100/Ex Modification by Duplication T/107-142/Ex Slotting					S/173/P Sharpening Your Skills

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PRIMARY 3 Activities

UNIT I: WRITE TO GIVE DIRECTIONS

A. Write clear directions.

B. Write directions in the form of a list.

Activity 1: Have the children brainstorm tooth brushing rules and habits. Using the list, have the children write in sequential order the steps to follow in brushing teeth.

Activity 2: Have each child write directions on how to play his favorite game, for another classmate to follow.

Activity 3: Chart the names of streets within your school boundary. Have each child draw a map, with the help of an adult, of the route he or she follows to school. Using their individual maps, the children should write directions to someone in the class to get to their house.

PRIMARY 3 Activities

UNIT II: WRITE TO CONVEY FACTUAL KNOWLEDGE

A. Convey facts (information understood by the writer to be true) accurately in writing.

Activity: Create a real fashion show. Clothes for the models may be obtained by asking each student to choose a favorite outfit of his own. Each child should write a description of his outfit for someone else to read as he or she walks around the room. Committees could work on sets, music, entertainment and refreshments.

B. Recall factual data accurately.

Activity: Have students write several descriptive sentences about themselves. Discuss with the students the kinds of words and phrases that help describe physical appearance and personal character. Prepare a mystery box.

MYSTERY
?
BOX

Place all the descriptive paragraphs in the box. Have a student pull out a paper and read the paragraph aloud to see if the class can identify the student.

For both objectives A and B.

Activity 1: Record and graph the allowances of children. Have the children summarize this information in writing.

Activity 2: Divide the class into four groups: safety bike committee, playground committee, fire drill committee and school lunchroom committee. Each group should write a list of rules for students new to the school. The pages could be placed in a booklet to be made available for new students.

Activity 3: In an electric frying pan fry enough bacon for each child to have one slice.

As the bacon fries, ask the students to list as many descriptive words as they can under the headings: How does the bacon smell, sound, taste? etc. Give each child a slice of bacon to eat—allow time for the addition of words to their lists.

Share and discuss lists.

UNIT III: WRITE TO CONVINCE OTHERS

A. Write to convince others in prose or list form.

Activity 1: WRITE TO CONVINCE OTHERS may instigate a letter writing unit. unit. Examples:
(a) protection for endangered species
(b) gun regulations
(c) smoking
These letters could be sent to appropriate agencies.

Activity 2: Using list form, students write pro and/or con statements about snowballing. Large chart paper could be used, with students recording their opinions. These lists could be displayed on a wall in the classroom or lunchroom.

Activity 3: Using the factual information from the allowances graph produced for Unit II have the children write a letter to parents stating reasons why they need a different allowance.

PRIMARY 3 Activities

UNIT IV: WRITE TO GIVE FORM TO IMAGINATIVE CONTENT

A. Write poetry in a specified form (e.g., cinquain, concrete, quatrain).

Activity: Choose several short poems which have a common theme, such as fall, Halloween, snow, etc. Arrange on bulletin board in a circle with the theme topic in the center. Share with students, discussing the various poetry forms. Have children contribute poems centered around that topic. This could become an ongoing project by changing the theme.

B. Write in prose form (story or tale).

Activity 1: Select a list of unfamiliar words or names which sound strange to the class. Write one of the words on the board and have the children write a sentence or story about the word. The children should use their imagination and think of what the word might mean. After the sentence definitions or stories are collected, the teacher or a child could look up the real meaning and read it to the class.

Sample words:

platypus
chartreuse
fiord
gnomes

Have the children make up brand names and labels of their own.

Activity 2: Have the children pretend their allowance has been tripled. Write in prose form what they would do with the extra money.

PRIMARY 3 Activities

CHOSEN UNIT: WRITE TO INVENT IMAGES

A. Create a mental picture appropriate for the task.

Activity: Have the children see how many outlandish jobs they can think of, such as a balloon popper, a pretzel straightener, or a person who makes seeds for watermelons, or teething rings for crocodiles. They may want to write about these jobs or draw pictures of them.

B. Express images and perceptions in writing according to the specified task.

Activity: Write some new names for food. Make up ugly names for foods that you like very much. Then make up some delicious-sounding names for foods that you don't like. Examples: pumpkin soup/orange dream, iced strawberries/bloody crunch, ice cream cone/sloppy melt, liver/Monday supreme. Pictures of foods could be drawn or cut from magazine to illustrate dinner menus, dessert menus, breakfast menus, etc. Some children may enjoy making up special menus. For example, a menu for monsters, ghosts, elves, or perhaps for their pets.

HELPING STUDENTS TAKE STANDARDIZED TESTS

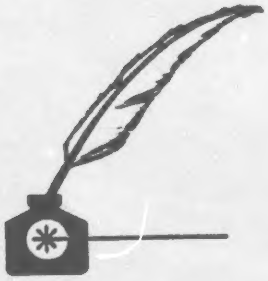
The standardized tests elementary students take which relate most directly to composition and language study are:

The California Achievement Test:
  Grade 3—13C: Spelling, Language Mechanics, Language Expression (March and April)

  Grade 4—14C: Spelling, Language Mechanics, Language Expression (March and April)

Following are some practice worksheets teachers may use to prepare students to take the test without distracting anxiety over question formats, vocabulary, or concepts. Freedom from anxiety will enable students to demonstrate their language knowledge and skill more accurately than otherwise.

Teachers are advised to become familiar with terminology used in the test before using it with children.



PRACTICE WORKSHEET I
CALIFORNIA ACHIEVEMENT TEST: SPELLING
GRADE 3

Name ____

Read each sentence. Decide if the underlined word is spelled correctly. If it is spelled right, mark the space under "Right." If it is not spelled correctly, mark the space under "Wrong."

Sample:

	Right	Wrong
I'm eksited about getting a puppy.	____	____

	Right	Wrong
1. Which house is yours?	____	____
2. I like to roe a boat.	____	____
3. Both boxs are empty.	____	____
4. The sky is blak at night.	____	____
5. We will bake cookys.	____	____
6. Can you fly a kite?	____	____
7. My father wears glasses.	____	____
8. Please anser the question.	____	____
9. The lettur was open.	____	____
10. Dad is turning the wheel.	____	____

PRACTICE WORKSHEET II
CALIFORNIA ACHIEVEMENT TEST: LANGUAGE MECHANICS
GRADE 3

Name ______________________________

Part A: Capitalization

Read each sentence. Decide if any capital letters are missing in the sentence. If a capital letter is missing, mark the circle underneath that part of the sentence. If no capital letters are missing, mark the circle under "None".

1. I called / jason on / the telephone. None
   ○ ○ ○ ○
2. Lynn asked, / "Did you see / the zoo in Omaha? None
   ○ ○ ○ ○
3. pass me / the french fries / and ketchup. None
   ○ ○ ○ ○
4. This is a story / about a man / named Paul bunyan. None
   ○ ○ ○ ○
5. My cousin / from england has / a different accent. None
   ○ ○ ○ ○
6. Did Mrs. Reyes / go to the store / on Saturday? None
   ○ ○ ○ ○
7. Your uncle Joe / will visit / this summer. None
   ○ ○ ○ ○
8. After dr. Nguyen / took my temperature, she / weighed me. None
   ○ ○ ○ ○

PRACTICE WORKSHEET III
CALIFORNIA ACHIEVEMENT TEST: LANGUAGE MECHANICS
GRADE 3

Name ____

Part B: Punctuation

Read each sentence. Decide if any punctuation marks are missing in the sentence. If a punctuation mark has been left out, look at the punctuation marks below the sentence. If one of those marks is needed, mark the space that goes with that punctuation mark. If no mark is needed, fill in the space that goes with the word "None."

1. My birthday is July 5. 1972.

○ . ○ , ○ ? ○ ! ○ None

2. Mother will buy bread milk, and carrots.

○ . ○ , ○ ? ○ ! ○ None

3. Are you going swimming with us

○ . ○ , ○ ? ○ ! ○ None

4. The dog barked loudly

○ . ○ , ○ ? ○ ! ○ None

5. Hurry! Stop the car

○ . ○ , ○ ? ○ ! ○ None

6. After you get up, wake me.

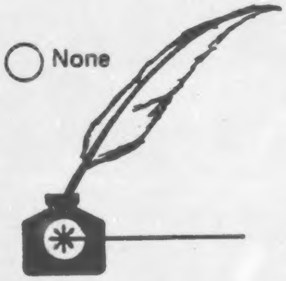
○ . ○ , ○ ? ○ ! ○ None

7. French fries, milk shakes and hamburgers are sold at McDonalds.

○ . ○ , ○ ? ○ ! ○ None

8. Is tomorrow December 14, 1980

○ . ○ , ○ ? ○ ! ○ None



PRACTICE WORKSHEET IV
CALIFORNIA ACHIEVEMENT TEST: LANGUAGE EXPRESSION
Grade 3

Name ____

Part A: Usage

Choose the word that best completes the sentence. Mark the circle under that word.

1. Tammy is a ________ swimmer.

○ good ○ well

2. My sister and ________ went to school.

○ me ○ I

3. We often ________ our dog to the farm.

○ take ○ are taking
○ am taking ○ were taking

4. It is ________ outside than inside.

○ hot ○ hotter
○ hottest

5. My mother and father ________ dinner.

○ cook ○ cooks

6. Paul sang ________ song.

○ their ○ his

7. I heard the baby when she ________

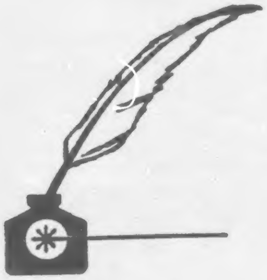
○ cries ○ cried
○ is crying ○ will cry

8. We felt ________ about losing the game.

○ badly ○ bad

9. The story ended ________ every after.

○ happy ○ happily



Part B

Read each sentence. Decide which underlined word is the subject of the sentence. Fill in the circle under that word.

10. My soft kitten is named Fluff.
○ ○ ○

11. The basement window is open.
○ ○ ○

12. David eats breakfast in the kitchen.
○ ○ ○

13. We drive over the bridge.
○ ○ ○

Part C

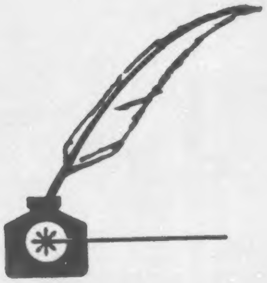
Read each sentence. Decide which underlined word is the verb of the sentence. Fill in the circle under that word.

14. Rover acts like a coward.
○ ○ ○

15. Luis is licking the frosting spoon.
○ ○ ○

16. The cat hungrily licks up the milk.
○ ○ ○

17. We are wading in the running brook.
○ ○ ○



INTERMEDIATE WRITTEN COMPOSITION

Grades 4 - 6

Intermediate Written Composition

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GRADE 4

Units Page

Expected .... I-13 to I-17
Chosen I-18

Codings

Expected .... I-19 to I-25
Chosen I-26, I-27
Grids .... I-29 to I-40

Activities

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GRADE 5

Units Page

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Chosen I-59

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Chosen I-63, I-64
Grids .... I-65 to I-78

Activities

Expected .... I-79 to I-84
Chosen .... I-85 to I-87

GRADE 6

Units Page

Expected .... I-89 to I-94
Chosen I-95

Codings

Expected .... I-97 to I-100
Chosen I-101, I-102
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Activities

Expected .... I-121 to I-129
Chosen .... I-30 to I-133

HELPING STUDENTS TAKE STANDARDIZED TESTS .... I-135 to I-148

Primary, Junior High, and Senior High curriculum guide sections are also available from the Lincoln Public Schools Distribution Center.

UNITS
EXPECTED OF EVERYONE

Grade 4 .... I-13 to I-17
Grade 5 .... I-53 to I-58
Grade 6 .... I-89 to I-94

All students have opportunity for instruction in learnings that are considered to be:

ESSENTIAL for *continued learning,*

or for *application in life*

DESIRABLE for *"literacy"*

or for *exploration*

These learnings are included in units which resemble this page.

INTERMEDIATE UNITS
(scope)

These units are the organizers of instruction. *Items from the "Experiences" and "Writing Mechanics" grids are correlated with them as considered appropriate by the teacher.*

	INFORMATIVE	Pg	ELICITIVE	Pg	EXPRESSIVE	Pg
Intermediate 4	Write to Record Accurate Information for Own Use Write to Organize and Convey Factual Knowledge	I-13 I-16	Write to Give Directions	I-15	Write to Share Feelings, Ideas, Attitudes, and Insights *Write to Invent Images**	I-14 I-18
Intermediate 5	Write to Recall Detail of Fact or Event	I-53	Write to Give Directions Write to Convince Others	I-54 I-56	Write to Share Feelings, Ideas, Attitudes, and Insights *Write to Invent Images**	I-55 I-59
Intermediate 6	Write to Recall Detail of Fact or Event	I-90	Write to Convince Others	I-92	Write to Share Feelings, Ideas, Attitudes, and Insights Write to Give Form to Imaginative Content *Write to Invent Images**	I-89 I-91 I-95

**"Chosen" units*

Intermediate Units
(by year)

Unit order within a year may be altered as necessary to correlate with other instruction.

Page

INTERMEDIATE 4

I. Write to Record Accurate Information for Own Use (Informative) I-13
II. Write to Share Feelings, Ideas, Attitudes, and Insights (Expressive) I-14
III. Write to Give Directions (Elicitive) I-15
IV. Write to Organize and Convey Factual Knowledge (Informative) I-16
Chosen. Write to Invent Images (Expressive) I-18

INTERMEDIATE 5

I. Write to Recall Detail of Fact or Event (Informative) I-53
II. Write to Give Directions (Elicitive) I-54
III. Write to Share Feelings, Ideas, Attitudes, and Insights (Expressive) I-55
IV. Write to Convince Others (Elicitive) I-56
Chosen. Write to Invent Images (Expressive) I-59

INTERMEDIATE 6

I. Write to Share Feelings, Ideas, Attitudes, and Insights (Expressive) I-89
II. Write to Recall Detail of Fact or Event (Informative) I-90
III. Write to Give Form to Imaginative Content (Expressive) I-91
IV. Write to Convince Others (Elicitive) I-92
Chosen. Write to Invent Images (Expressive) I-95

UNITS CHOSEN BY INDIVIDUALS

Grade 4 . . . . I-18 — for continuing exploration
Grade 5 . . . . I-59
Grade 6 . . . . I-95 — to fulfill individual goals

In addition to opportunity for instruction in the "expected" part of the curriculum, all students have additional opportunity for instruction based on individual interests, motivations, and abilities. This may be found in the "chosen" units, which resemble this page.

The classroom teacher adjusts content, teaching method, and standards of expectation to the ability of the individual student. The district provides support through service topics such as learning disabilities, giftedness, and teaching techniques.

There is no one right way to provide "chosen" instruction for students: it must be determined in the interaction of one student with one teacher.

Continuing exploration, for example, may mean in-depth study of an "expected" learning, or it may mean acceleration to more challenging study. If it is the former, objectives and activities may be found in the "expected" part of the curriculum. If it is the latter, the "chosen" units that follow provide guidance. For many students, it will be a blend of the two.

Individual goals are as varied as are students, and may include either preparation for a career or desire to improve in one kind of writing. The curriculum provides resources for both, but not in "package" form, such as a *journalism* "package." Creation of such groupings is left to student-teacher-parent participation of the Individualized Educational Plan, and may come from either or both the "expected" or "chosen" parts of the curriculum.

INSTRUCTIONAL MATERIALS CODINGS

Grade 4	I-19 to I-80
Grade 5	I-61 to I-78
Grade 6	I-97 to I-120

A variety of commercial materials support TARGET: WRITING, the organizer for composition instruction in the Lincoln Public Schools. It may also be supported by the teacher's use of the student's own writing as a "textbook."

Access to instructional materials in wide use in the district is provided following the units. Where no textbook support exists for an objective, an effort has been made to provide a suggested activity (see Suggested Composition Activities) for it.

Materials Coded, Primary:

1. *Bill Martin's Instant Readers,* Teacher's Guide, Level 1, Holt, Rinehart and Winston, Inc., New York, 1971
2. *Individualized Language Arts*, ESEA Title IV-C Project: 70-014, Weehawken Board of Education, Weehawken, N.J., 07087, 1974
3. *Language Experience Activities,* Roach Van Allen, Houghton Mifflin Company, Boston, 1976
4. *New Directions in English,* 3, Richard Sanders, Harper and Row, Publishers, New York, 1969
5. *SCORE Cards,* Lincoln Public Schools, June, 1974
6. *Sounds of Language,* Teacher's Edition, Bill Martin, Jr., Holt Rinehart and Winston, Inc., 1974
7. *Spectrum of English,* Albert R. Kitzhaber, ed., Glencoe Publishing Company, Encino, California, 1978

Additional Resource Suggestions (not coded):

1. *Individualizing Writing in the Elementary Classroom,* Iris M. Tiedt, National Council of Teachers of English, 1975.
2. *Interaction* - A Student-Centered Language Arts and Reading Program, Level 1, Moffett, Houghton Mifflin Company, 1973
3. *Sparkling Words,* Ruth Kearney Carlson, Paladin House, Geneva, Illinois, 1973
4. *Teacher-Tested Composition Ideas,* K-6, Lincoln Public Schools, Lincoln, Nebraska 1976
5. *Wishes, Lies, and Dreams*, Kenneth Koch, Vintage Books, Chelsea House, New York, 1970

CODING KEY

1. Complete titles of materials appear at the top of the coding pages.

2. Elements of each coding are:

    a. *Intended Audience*
    Student or Teacher
    (S) (T)

    b. *Page Number(s)*

    c. *Nature of Material*
    Either:
    Example or Model
    (Ex)

    or

    Practice
    (P)

    or

    Enrichment
    (E)

    d. *Activity Designation* (if any)

3. Example:

for SPECTRUM OF ENGLISH
S/13/P
Children's Zoo

read: in SPECTRUM OF ENGLISH for the designated year, in the student edition, on page 13, there is a practice activity entitled "Children's Zoo."

for LANGUAGE EXPERIENCE ACTIVITIES
T/74-75/Ex
C-11

read: in LANGUAGE EXPERIENCE ACTIVITIES there is a teacher's guide, on pages 74 and 75, for an example or model of an activity designated as "C-11."

✏ "Expected" for all students

⊛ Experiences Grid

✒ "Chosen" by individuals

❗ Mechanics Grid

SUGGESTED COMPOSITION ACTIVITIES

Grade 4.................... I-41 to I-51
Grade 5.................... I-79 to I-87
Grade 6.................. I-121 to I-133

Composition activities following the codings for each year are provided to assist in the integration of TARGET: WRITING units with other areas of English language arts (literature, for example) and with other subject matters (social sciences, for example). For some activities, possible forms of writing or writing mechanics (grid items) are suggested.

One writing activity frequently provides instruction in *several* curriculum objectives. *All* activities should include pre-writing motivation, designated audience and purpose for the writing, student knowledge of evaluation items, and other characteristics of good composition instruction as listed on pages 14 and 15 of the curriculum guide.

WORK/STUDY OBJECTIVES

Skills and Attitudes for Continuing Instruction

	4	5	6
A. Follow both oral and written directions explicitly.	X	X	X
1. Careful observation 2. Careful listening 3. Careful reading 4. Completion of all steps in order			
B. Work independently.	X	X	X
1. Questions pertinent to the task 2. Completion of an assignment with minimal help from teacher or peers 3. Time management 4. Use of reference materials (e.g., to spell correctly)			
C. Work with each assignment until it is one's best possible product.*	X	X	X
D. Copy accurately.	X	X	X
1. Correct capitalization 2. Correct punctuation 3. Correct spelling 4. Legible writing			
E. Write a rough draft (first copy of an assignment).	X	X	X
1. Writing requiring correction 2. Emphasis on ideas and/or information rather than mechanics			
F. Proofread and edit according to evaluation specifics.	X	X	X
G. Discuss the characteristics of organization of writing.**	X	X	X
1. Time sequence 2. Topical sequence			

*Attitude objective

**Concept objective

UNIT I WRITE TO RECORD ACCURATE INFORMATION FOR OWN USE

A. Record accurate information.
   1. From a speaker
   2. From a source (film, filmstrip, speaker)
   3. Appropriate capitalization
   4. Appropriate punctuation
   5. Appropriate spelling
   6. Specified form
   7. Understandable for self

B. Select information appropriate to the task.
   1. Fact vs. opinion
   2. Detail
   3. Word classes (i.e., naming words, action words, describing words)
   4. Key words and ideas

C. Write a list (words, phrases, sentences) in a column.
   1. Sequential order
   2. Numerical order

D. Complete a form correctly.
   1. All questions answered
   2. Standard of neatness observed

4

UNIT II WRITE TO SHARE FEELINGS, IDEAS, ATTITUDES, AND INSIGHTS

A. Expand thoughts beyond a simple statement of feeling, idea, attitude, and insights.

1. Adequate detail
2. Apt comparisons (e.g., reasonable association of two different ideas or things)
3. Artistic or describing words (e.g., words that appeal to emotions, senses, and feelings)

B. Risk sharing feelings, ideas, attitudes, and insights in speaking or writing until one feels comfortable doing so.*

*Attitude objective

UNIT III WRITE TO GIVE DIRECTIONS

A. Write clear directions.

1. Understandable at first reading
2. Sequence indicated with words or number

B. Write a list (words, phrases, sentences) in a column.

1. Sequential order
2. Numerical order

C. Write a social letter in correct form.

1. Heading
2. Greeting
3. Body
4. Closing
5. Signature

D. Address an envelope correctly.

1. Address
   a. Name
   b. Address
   c. Zip code
2. Return address
   a. Name
   b. Address
   c. Zip code

UNIT IV WRITE TO ORGANIZE AND CONVEY FACTUAL KNOWLEDGE

A. Organize data appropriate for the purpose.
   1. Grouping
   2. Labeling
   3. Sequencing

B. Write an informal outline to convey factual data.
   1. Main topic
   2. Sub topics

C. Write a title appropriate for the task (hints at the main idea of the work).

D. Select information appropriate to the task.
   1. Fact vs. opinion
   2. Detail
   3. Word classes (i.e., naming words, action words, describing words)

E. Write a list (words, phrases, sentences) in a column.
   1. Sequential order
   2. Numerical order

F. Write an accurate summary in your own words.
   1. Key words and ideas relevant to topic
   2. Unnecessary words eliminated

G. Complete a form correctly.
   1. All questions answered
   2. Standard of neatness observed

H. Write the date correctly.
   1. Capitalize month
   2. Comma between day and year
   3. Complete name of month

INTERMEDIATE 4

061.32 WRITE TO RECALL DETAIL OF FACT OR EVENT (Informative)

A. **Recall specific details of a factual experience.**
   1. **Involving the five senses**
   2. **True to own knowledge**

B. Complete a form correctly.
   1. All questions answered
   2. Standard of neatness observed

C. Write a list (words, phrases, sentences) in a column.
   1. Sequential order
   2. Numerical order

063.22 WRITE TO GIVE FORM TO IMAGINATIVE CONTENT (Expressive)

A. **Write using poetic form.**
   1. **Cinquain**
   2. **Concrete poetry**
   3. **Quatrain**
   4. **Free verse**

B. **Write using a story form (including character, setting, plot).**
   1. **Tall tale**
   2. **Transformational myth (how something came to be)**
   3. **Fable (animal character and moral)**

C. **Risk sharing feelings, ideas, attitudes, and insights until one feels comfortable doing so.***

D. **Write a social letter in correct form.**
   1. **Heading**
   2. **Greeting**
   3. **Body**
   4. **Closing**
   5. **Signature**

E. **Address an envelope correctly.**
   1. **Address**
      a. **Name**
      b. **Address**
      c. **Zip code**
   2. **Return address**
      a. **Name**
      b. **Address**
      c. **Zip code**

*Attitude objective

CHOSEN UNIT: WRITE TO INVENT IMAGES

A. **Use varied, abundant language.**

   1. Vivid, concrete, sensory
   2. Figurative
      a. Personification
      b. Simile
      c. Metaphor
      d. Idiom
      e. Hyperbole
      f. Alliteration
      g. Onomatopoeia

B. **Use dialogue within a form appropriate for the task.**

   1. Expressing emotion
   2. Expressing mood
   3. Showing dialect

C. **Use appropriate development.**

   1. Introduction
   2. Sequential development
   3. Internal coherence
   4. Conclusion

D. Explore and develop personal writing until individual interests are met.*

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*Attitude objective

6/27/78

CODINGS FOR GRADE 4 EXPECTED UNITS

	DISCOVERY IN ENGLISH	INDIVID. LANGUAGE ARTS	NEW DIRECTIONS IN ENGLISH	PROGRESS IN ENGLISH	S.C.O.R.E.	SPECTRUM OF ENGLISH
UNIT I -- WRITE TO RECORD ACCURATE INFORMATION FOR OWN USE						
A. Record accurate information.		T/33-35/Ex Sentence Synthesis T/45-48/Ex Framed Paragraph T/91-94/Ex Expansion by Modification T/95-100/Ex Expansion by Duplication T/167-172/Ex Slotting T/173-176/Ex Movability T/196-205/Ex Interrogative Sentence T/210-215/Ex Exclamatory Sentence				S/20/P S/21/Ex, P S/31/P Capital Letters S/170/Ex, P Correcting Punctuation on Sentences S/HB1-12/P S/HB14-16/P S/HB31/P

4

	DISCOVERY IN ENGLISH	INDIVID. LANGUAGE ARTS	NEW DIRECTIONS IN ENGLISH	PROGRESS IN ENGLISH	S.C.O.R.E.	SPECTRUM OF ENGLISH
B. Select information appropriate to the task			S/33-52/En S/222-227/En S/228-233/En			S/69-70/Ex, P S/140-142/Ex, P S/143-145/Ex, P S/146-148/Ex, P S/149-151/Ex, P S/152-142/Ex, P S/155-157/Ex, P S/186-187/Ex, P S/188-190/Ex, P S/203/Ex, P S/HB28, 29/P S/HB32/P S/HB46/P S/HB50/P S/HB51/P S/HB52/P

	DISCOVERY IN ENGLISH	INDIVID. LANGUAGE ARTS	NEW DIRECTIONS IN ENGLISH	PROGRESS IN ENGLISH	S.C.O.R.E.	SPECTRUM OF ENGLISH
UNIT II -- WRITE TO SHARE FEELINGS, IDEAS, ATTITUDES, AND INSIGHTS						
A. Expand thoughts beyond a simple statement of feeling, idea, attitude, and insights		T/91-94/Ex Expansion by Modification T/95-100/Ex Expansion by Duplication T/107-142/Ex Slotting	S/198-202/Ex, P, S/205-207/Ex, P S/234-239/P, En S/264-269/En S/275/P S/276-281/P S/282-285/P, En S/290-291/En S/296-299/En S/300-303/En		S/E-60/P	S/24-25/Ex, P Writing a Poem S/26-27/Ex, P Writing About Sounds S/28-29/Ex, P Write About Close Up S/74-75/Ex, P Writing an Advertisement S/76-77/Ex, P Writing About Special Room S/78-79/Ex, P Writing About Strange Place S/114-115/P Finishing a Story S/116-117/P Writing a Story S/118-121/Ex, P Finishing a Tall Tale

4

	DISCOVERY IN ENGLISH	INDIVID. LANGUAGE ARTS	NEW DIRECTIONS IN ENGLISH	PROGRESS IN ENGLISH	S.C.O.R.E.	SPECTRUM OF ENGLISH
A. (continued)						S/164-165/Ex, P Adding Words to a Comic Strip S/166-167/Ex, P Adding to a Story S/168-169/Ex, P Writing from an Object's Point of View S/208-210/Ex, P Adding a Middle and an Ending S/211-213/Ex, P S/214-215/Ex, P T/T17/EN T/T23/EN T/T89/EN T/T97/EN T/T99/EN T/T121/EN T/T123/EN
B. Risk sharing feelings, ideas, attitudes, and insights in speaking or writing until one feels comfortable doing so.					T/A-5/Ex, P All	

	INDIVIDUALIZED LANGUAGE ARTS	NEW DIRECTIONS IN ENGLISH	S.C.O.R.E.	SPECTRUM OF ENGLISH
UNIT III -- WRITE TO GIVE DIRECTIONS				
A. Write clear directions.				S/256-257/Ex, P. T/T135/EN
B. Write a list (words, phrases, sentences) in a column.			S/D-1/Ex, P	S/172/Ex, P Putting Sentences in Time Order
C. Write a social letter in correct form			S/B12/P	S/HB58/P S/252-253/Ex, P S/254-255/Ex, P T/T131/EN
D. Address an envelope correctly				S/HB59/P S/260/Ex, P

	INDIVIDUALIZED LANGUAGE ARTS	NEW DIRECTIONS IN ENGLISH	S.C.O.R.E.	SPECTRUM OF ENGLISH
UNIT IV -- WRITE TO ORGANIZE AND CONVEY FACTUAL KNOWLEDGE				
A. Organize data appropriate for the purpose		S/22-32/Ex, P S/71/P #1 - #4 S/178-181/Ex, P S/188/P #1 S/246-251/EN		
B. Write an outline to convey factual data		S/182-187/Ex, P S/188-189/P #2 and #3		S/HB60/Ex, P S/171/Ex, P Writing Outline S/218/Ex, P
C. Write a title appropriate for the task (hints at the main idea of the work).				S/122/Ex, P Choosing Story Titles
D. Select information appropriate to the task.		S/103-144/Ex, P S/258-262/EN		S/81/P Adding Details
E. Write a list (words, phrases, sentences) in a column.			S/D-1/Ex, P	S/172/Ex, P Putting Sentences in Time Order

	INDIVIDUALIZED LANGUAGE ARTS	NEW DIRECTIONS IN ENGLISH	S.C.O.R.E.	SPECTRUM OF ENGLISH
F. Write an accurate summary in your own words.	T/36-44/Ex Expansion by Paragraphing T/45-48/Ex Framed Paragraph T/52-61/Ex Outlining T/173-176/Ex Movability			S/258-259/Ex, P
H. Write the date correctly				S/110/Ex, P

CODINGS FOR GRADE 4 CHOSEN UNIT

	DISCOVERY IN ENGLISH	INDIVID. LANGUAGE ARTS	NEW DIRECTIONS IN ENGLISH	PROGRESS IN ENGLISH	S.C.O.R.E.	SPECTRUM OF ENGLISH
UNIT -- WRITE TO INVENT IMAGES						
A. Write using varied abundant language		T/33-35/Ex Sentence Synthesis T/36-44/Ex Expansion by Paragraphing T/52-61/Ex Outlining T/91-94/Ex Expansion by Modification T/95-100/Ex Expansion by Duplication T/107-142/Ex Slotting T/173-178/Ex Movability	S/108-203/Ex, P S/204-209/Ex, P S/234-239/Ex, P S/288-293/Ex, P S/294-299/Ex, P			S/26-29/Ex, P
B. Write using dialogue within a form appropriate for the task.						S/164-169/Ex, P

	DISCOVERY IN ENGLISH	INDIVID. LANGUAGE ARTS	NEW DIRECTIONS IN ENGLISH	PROGRESS IN ENGLISH	S.C.O.R.E.	SPECTRUM OF ENGLISH
C. Write using appropriate development.		T/36-44/Ex Expansion by Paragraphing T/45-48/Ex Framed Paragraph T/52-61/Ex Outlining T/173-176/Ex Movability	S/240-245/Ex, P S/246-251/Ex, P S/252-257/Ex, P S/258-262/Ex, P S/264-269/Ex, P S/276-281/Ex, P S/282-287/Ex, P S/300-304/Ex, P			S/116-117/Ex, P S/118-121/Ex, P S/208-210/Ex, P S/214-215/Ex, P

CODINGS FOR GRADE 4 EXPERIENCES GRID

	DISCOVERY IN ENGLISH	INDIVID. LANGUAGE ARTS	NEW DIRECTIONS IN ENGLISH	PROGRESS IN ENGLISH	S.C.O.R.E.	SPECTRUM OF ENGLISH
Literary Forms						
Prose						
11. Description		T/91-94/Ex Expansion by Modification T/95-100/Ex Expansion by Duplication T/107-142/Ex Slotting				
Poetry						
1. Cinquain					S/B-20/P All T/B-21/Ex All T/B-22/Ex All	
5. Haiku					T/B-26/Ex T/B-27/Ex T/B-28/Ex, P All	
6. Limerick					S/B-35/P T/B-29/Ex T/B-30/Ex, P	

	DISCOVERY IN ENGLISH	INDIVID. LANGUAGE ARTS	NEW DIRECTIONS IN ENGLISH	PROGRESS IN ENGLISH	S.C.O.R.E.	SPECTRUM OF ENGLISH
Correspondence 1. Social letter and envelope					S/B-12/Ex All	S/HB58/P S/HB59/P S/252-253/Ex, P S/260/Ex, P T/T131/En
Reference Materials 3. Dictionary						S/236-239/Ex, P S/240-242/P S/243-245/P

CODINGS FOR GRADE 4 WRITING MECHANICS

	DISCOVERY IN ENGLISH	INDIVID. LANGUAGE ARTS	NEW DIRECTIONS IN ENGLISH	PROGRESS IN ENGLISH	S.C.O.R.E.	SPECTRUM OF ENGLISH
Capitalization						
1. Names of people or things						S/HB2/P S/HB5/P S/20/Ex, P S/HB31/P
4. Beginning of sentences						S/HB1/P
5. Days of the week						S/HB3/P
6. Months of year						S/HB3/P
7. Abbreviations and initials						S/HB8/P S/82/P Abbreviations
9. Names of places						S/HB4/P S/HB6/P S/21/Ex, P
11. Important words in titles of written works						S/HB7/P S/123/Ex, P Writing Story Titles
12. Occupational titles						S/HB2/P

	DISCOVERY IN ENGLISH	INDIVID. LANGUAGE ARTS	NEW DIRECTIONS IN ENGLISH	PROGRESS IN ENGLISH	S.C.O.R.E.	SPECTRUM OF ENGLISH
Paragraphs						
1. Indented first line						S/HB61/P
3. Definition: a paragraph is an idea unit		T/36-44/Ex Expansion by Paragraphing T/45-48/Ex Framed Paragraph T/52-61/Ex Outlining T/173-176/Ex Movability	S/240-245/P, En			S/HB61/P S/80/P Writing About One Thing T/T49/En R/T51/En
4. Topic sentence		T/36-44/Ex Expansion of Paragraph T/45-48/Ex Framed Paragraph T/52-61/Ex Outlining T/173-176/Ex Movability				S/124/Ex, P Writing a Paragraph

	DISCOVERY IN ENGLISH	INDIVID. LANGUAGE ARTS	NEW DIRECTIONS IN ENGLISH	PROGRESS IN ENGLISH	S.C.O.R.E.	SPECTRUM OF ENGLISH
5. Sentences related to the topic sentence.		T/36-44/Ex Expansion by Paragraphing T/45-48/Ex Framed Paragraph T/52-61/Ex Outlining T/173-176/Ex Movability				S/249/Ex, P

	DISCOVERY IN ENGLISH	INDIVID. LANGUAGE ARTS	NEW DIRECTIONS IN ENGLISH	PROGRESS IN ENGLISH	S.C.O.R.E.	SPECTRUM OF ENGLISH
Parts of speech						
1. Adjectives		T/33-35/Ex Sentence Synthesis T/36-44/Ex Expansion by Paragraphing T/52-61/Ex Outlining T/173-176/Ex Movability	S/39-40/Ex,P,En S/234-239/En			S/HB46/P S/HB50-52/P S/54-55/Ex, P S/186-187/Ex, P S/188-190/Ex, P S/203/Ex, P
2. Auxiliary Verbs			S/33-38/Ex, P, En			
3. Nouns		T/114-120/Ex Slotting	S/33-39/Ex, P, En S/222-227/En S/228-233/En			S/HB28/P S/HB29/P S/69/Ex, P S/70/Ex, P
4. Pronouns			S/40-52/Ex, P, En		S/A-4/P	S/HB47-49/P

	DISCOVERY IN ENGLISH	INDIVID. LANGUAGE ARTS	NEW DIRECTIONS IN ENGLISH	PROGRESS IN ENGLISH	S.C.O.R.E.	SPECTRUM OF ENGLISH
5. Verbs		S/121-142/Ex				S/HB32/P S/62-63/Ex, P S/140-142/Ex, P S/143-145/Ex, P S/146-148/Ex, P S/149-151/Ex, P S/152-154/Ex, P S/155-157/Ex, P T/T77/En T/T79/En T/T81/En T/T83/En T/T85/En T/T87/En
6. Adverbs			S/234-237/En			

	DISCOVERY IN ENGLISH	INDIVID. LANGUAGE ARTS	NEW DIRECTIONS IN ENGLISH	PROGRESS IN ENGLISH	S.C.O.R.E.	SPECTRUM OF ENGLISH
Punctuation						
1. Apostrophe		T/33-35/Ex Sentence Synthesis T/45-48/Ex Framed Paragraph T/91-94/Ex Expansion by Modification T/95-100/Ex Expansion by Duplication T/107-142/Ex Slotting T/173-176/Ex Movability	S/173-175/Ex, P S/177/P #5			S/HB15/P S/HB30/P S/71/Ex, P S/159/Ex, P
2. Colon			S/170/Ex, P			
3. Comma		T/33-35/Ex Sentence Synthesis T/45-48/Ex Framed Paragraph T/91-94/Ex Expansion by Modification T/95-100/Ex Expansion by Duplication				S/HB10-12/P S/HB14/P S/109/Ex, P S/111/Ex, P

	DISCOVERY IN ENGLISH	INDIVID. LANGUAGE ARTS	NEW DIRECTIONS IN ENGLISH	PROGRESS IN ENGLISH	S.C.O.R.E.	SPECTRUM OF ENGLISH
3. Comma (continued)		T/107-142/Ex Slotting				
		T/173-176/Ex Movability				
5. Direct quotations		T/33-35/Ex Sentence Synthesis	S/167-169/Ex,P,En			S/HB16/P
		T/45-48/Ex Framed Paragraph				S/158/Ex, P
		T/91-94/Ex Expansion by Modification				
		T/96-100/Ex Expansion by Duplication				
		T/107-142/Ex Slotting				
		T/173-176/Ex Movability				
6. Exclamation mark at end of exclamatory sentence and interjection.		T/33-35/Ex Sentence Synthesis				S/HB9/P
		T/45-48/Ex Framed Paragraph				S/68/Ex, P
		T/107-113/Ex Slotting				
		T/206-209/ Imperative Sentence				

	DISCOVERY IN ENGLISH	INDIVID. LANGUAGE ARTS	NEW DIRECTIONS IN ENGLISH	PROGRESS IN ENGLISH	S.C.O.R.E.	SPECTRUM OF ENGLISH
6. Exclamation mark (continued)		T/210-215/Ex Exclamatory Sentence				
7. Hyphen		T/33-35/Ex Sentence Synthesis T/45-48/Ex Framed Paragraph T/91-94/Ex Expansion by Modification T/95-100/Ex Expansion by Duplication T/173-176/Ex Movability				
9. Period		T/33-35/Ex Sentence Synthesis T/45-48/Ex Framed Paragraph T/107-113/Ex Slotting	S/164/Ex		S/E-39/P S/E-40/P	S/HB9/P S/68/Ex, P
10. Question mark at end of an interrogative sentence		T/33-35/Ex Sentence Synthesis T/45-48/Ex Framed Paragraph T/107-113/Ex Slotting T/196-205/Ex Interrogative Sentence			S/E-38/P S/E-56/P	S/HB9/P S/68/Ex, P

	DISCOVERY IN ENGLISH	INDIVID. LANGUAGE ARTS	NEW DIRECTIONS IN ENGLISH	PROGRESS IN ENGLISH	S.C.O.R.E.	SPECTRUM OF ENGLISH
Sentences: Kinds						
1. Simple Sentences		T/33-35/Ex Sentence Synthesis T/107-113/Ex Slotting T/196-205/Ex Interrogative Sentence				S/HB19/P S/HB26/P
Sentences: Parts						
1. Subjects and predicates		T/33-35/Ex Sentence Synthesis T/95-100/Ex Expansion by Duplication T/107-142/Ex Slotting	S /53-69/Ex, P, En S/72/P #6		S/E-49/P	S/HB18/P S/48-51/Ex, P S/56-61/Ex, P T/T27, 29, 31, 35, 37, 39, 41/En
Spelling						
1. American Heritage List of 500 Most Frequently Used Words		T/33-35/Ex Sentence Synthesis T/91-94/ Expansion by Modification T/95-100/Ex Expansion by Duplication T/107-142/Ex Slotting				

	DISCOVERY IN ENGLISH	INDIVID. LANGUAGE ARTS	NEW DIRECTIONS IN ENGLISH	PROGRESS IN ENGLISH	S.C.O.R.E.	SPECTRUM OF ENGLISH
Usage and agreement						
1. Appropriate usage (standard, non-standard)		T/ 121-142/Ex Slotting			T/H-3/Ex	S/HB33 45/P S/HB54 57/P S/202/Ex P T/T101/En

UNIT I: WRITE TO RECORD ACCURATE INFORMATION FOR OWN USE	Possible Grid Items
A. Record accurate information.	
Activity: Make an accurate list of stores and telephone numbers where you could purchase a new bicycle. For pre-writing activity, discuss with the children where you might buy a new bicycle; give them a telephone directory and tell them to make a list of all the places, the addresses and telephone numbers for each place.	Capital letters Standard of Neatness
B. Select information appropriate to the task.	
Activity 1: See *Language Arts Activities for the Classroom,* Tiedt, "Making Rhyme Lists."	Spelling
Activity 2: "Words That Describe." Have students create lists of words such as: Happy words Sad words Pretty words Ugly words	Spelling Capitalization
Share the words with the class.	
Choose a word and illustrate it, perhaps in the form of a poster. Share the posters with the class.	
(Students could put these words in their booklets. See activity for Unit IV - D.)	
For both objectives A and B, see *Language Arts Activities for the Classroom*, Tiedt, "Focus on the Phoneme."	Spelling *Am. Heritage* List

UNIT I: WRITE TO RECORD ACCURATE INFORMATION FOR OWN USE (continued)

Possible Grid Items

C. Write a list (words, phrases, sentences) in a column.

Activity: "Twenty Things About Me"

Spelling

Procedure: Ask students to list the numbers from 1 to 20 on a sheet of paper. Then ask the students to write down the first twenty things that come into their heads that describe who they are.

Periods after numbers

Examples might be:

1. love baseball
2. like to eat
3. hate girls
4. too fat
5. don't like school

Pre-writing Activity: Put down the first 10-20 things about yourself.

In order to encourage honest thinking on the part of the students, emphasize that no one else will read the paper.

D. Complete a form correctly.

Activity: Fill out a sample enrollment card.

Capitalization

Procedure:

Commas

1. Have students fill out a form like the one below or make up your own.
2. Make sure all questions are answered.
3. Be sure the standard of neatness is observed.

Name: ______________________________
(last) (first) (middle)
Address: ______________________________
(street) (city) (state) (zip)
____
School: ______________________________
Address: ______________________________
(street) (city) (state) (zip)
____
(last) (first)
Parent (or Guardian): ______________________________
Grade: ____________ Teacher: ______________________________
(month) (day) (yr)
Telephone number: __________ Birthdate: ______________________________
(month) (day) (yr)

UNIT II: WRITE TO SHARE FEELINGS, IDEAS, ATTITUDES, AND INSIGHTS

	Possible Grid Items
A. Expand thoughts beyond a simple statement of feeling, idea, attitude, and insights.	
Activity 1: See Tiedt, "How Would You Feel?"	Punctuation Periods
Pre-writing Activity: Take one of these examples and do a short story together on the board or overhead. Try to include children's language and discuss simple sentence pattern.	Capitalization Sentence Simple (kinds)
Activity 2: See Interaction Cards No. 1-77954, "How Does it Feel?"	Paragraphs Indented Margins
Pre-writing Suggestions: Discuss *feelings* and those things that affect feelings. (A "PRIDE" activity relating to this would be a good introduction.)	Definition Handwriting Usage
Activity 3: See Tiedt, "Use Letters of Your Name."	Capitalization Beginning of Sentences Punctuation Question mark Period

Activity 4: "A Me Collage"

1. Have students make a collage all about themselves and the things they like.
2. Then have them write something about themselves, the things they like to eat and to do.
3. This could be shared as a "PRIDE" activity and will be helpful in getting to know more about each other.

Pre-writing Activity: Discuss a "collage" and how you make one.

UNIT II: WRITE TO SHARE FEELINGS, IDEAS, ATTITUDES AND INSIGHTS. (continued)

Activity 5: "Fortunately - Unfortunately"

A good motivation for writing sentences is the old Fortunately and Unfortunately game. Read a few of these examples to your students to get them started.

1. Fortunately, I bumped the car in front of me very gently. Unfortunately, it was a police car.
2. Fortunately, I stopped the egg before it hit the floor. Unfortunately, I stopped it with my foot!
3. Fortunately, we spotted a service station by the road. Unfortunately, it was closed.

Possible Grid Items

Punctuation

Period

Exclamation

UNIT III: WRITE TO GIVE DIRECTIONS

Possible Grid Items

A. Write clear directions.

Activity: How to
- play jacks
- pop popcorn
- make your bed
- make a hot fudge sundae
- wrap a package for mailing
- make popsicles
- make a peanut butter and jelly sandwich
- make a snowman
- set the table
- play hopscotch
- pot a plant
- fix a can of soup

Have the students write directions to do one of the activities listed above.

Pre-writing Activity:
1. Review sequential order.
2. Discuss reasons for using sequential order in writing directions.
3. Write directions for one activity with the class, so they can see how easy it is to give complete directions.

Capitalization

Begin of sentences

Punctuation

End of sentences

B. Write a list (words, phrases, sentences) in a column.

Activity 1:

1. Ask students to plan a trip around the room (or school) including 8 or 10 places.
2. Have them write directions step by step.
   Example:
   1.) Start at . . .
   2.) Go left along the . . . 10 steps.
   3.) Go right 3 squares on the floor to . . .
   4.) Step backwards . . .
3. Students can then exchange directions and try them to see if they end up at the right place.
4. Ask them to make suggestions to one another on how they might improve directions.

Pre-writing Activity: Discussion of importance of clear directions.

Composition Writing
List

Punctuation

Comma

Periods

Handwriting

Legibility

UNIT III: WRITE TO GIVE DIRECTIONS (continued)

Activity 2:

1. Divide students into small groups and ask them to make up a game together.
2. Ask students to write down the directions to the game, making sure they list them in sequential and numerical order.
3. Children can then exchange games and try them, to see if directions are explicit and correct. Ask them to write down anything that goes wrong.
4. Correct directions and try with another group.

C. Write a social letter in correct form.

Activity: Write a "Dear Abby" letter signing a pen name (teacher can have students tell her their "pen name" for evaluation). Then exchange them and let students answer the letters.

1. Bring in samples of "Ann Landers" or "Abby" columns and read to the class.
2. Then have students write their own letters stating a real or imaginary problem.
3. Collect all the letters and the next time hand them out at random and have students write answers to the problems.
4. Share with the class using the "pen names."

Pre-writing Activity: Review the correct forms of a social letter. Discuss paragraph indention. Do a practice letter together with class on the board.

D. Address an envelope correctly.

Activity: Postal Cards

Have your students cut out slips of paper the size of postal cards and practice writing addresses. Provide tagboard if they are actually to be mailed. They could make designs or pictures on them.

Pre-writing Activity: Go over the proper form in writing addresses and return addresses on envelopes or postal cards.

Possible Grid Items

Composition Writing List

Punctuation

Periods

Commas

Handwriting

Legibility

Heading

Greeting

Body

Closing

Signature

Capital letters

Neatness

Spelling

Correspondence

Social letter and envelope

UNIT IV: WRITE TO ORGANIZE AND CONVEY FACTUAL KNOWLEDGE

Possible Grid Items

A. Organize data appropriate for the purpose.

Activity: Star Trek. Read this or put it on the blackboard so that students have the setting:

The year is 2267 A.D. You are captain of a space ship from the planet Earth. You and your crew have the task of exploring new life forms in outer space. You have just discovered a planet that you believe is inhabited. Construct a ship's log of your adventures.

Capitalization

Standard of Neatness

Punctuation

SAMPLE PAPER:

SPACE ADVENTURE

Captain's Log

Star date:
Observations:

Pre-writing Activity: Discuss the kinds of things the captain might observe.

B. Write an outline to convey factual knowledge.

Activity: Outline a *Weekly Reader* story or another story from student's weekly news magazine.

1. Provide students with basic outline form on a sheet of paper with space for main topic and subtopics.
2. Ask them to use a story from their paper or news magazine to fill in the outline.

Capitalization

Punctuation

Standard of Neatness

UNIT IV: WRITE TO ORGANIZE AND CONVEY FACTUAL KNOWLEDGE (continued)

Possible Grid Items

OUTLINE FORM

I. ______________________________ story title.

  A.____________________________ 1st paragraph

  B.____________________________ 2nd paragraph

  C.____________________________3rd paragraph

Pre-writing Activities:

1. Discuss reasons for outlining.
2. Show correct outline form.
3. Use a story from *Weekly Reader* or news magazine to outline with students. Do only the main topic and sub topics.

C. Write a title appropriate for the task (hints at the main idea of the work).

Activity: "Choosing Titles"

Capitalization

1. Cut out paragraphs from the *Weekly Reader* or weekly news magazine. Cut off the subtitles and put the paragraphs on the front of an oak tag card and put the subtitle on the back (laminate if desired).
2. Have students read paragraphs (or you could read them aloud).
3. Ask students to write the topic of the paragraph.
4. Compare their topics with those titles on the card.

Pre-writing Activity: Do a few of these together as a class before you expect students to go on their own.

UNIT IV: WRITE TO ORGANIZE AND CONVEY FACTUAL KNOWLEDGE (continued)

Possible Grid Items

D. Select information appropriate to the task.

E. Write a list (words, phrases, sentences) in a column.

Activity: "Colorful Words"

List

Cursive Writing

1. Prepare a 5-page (different colors) booklet of construction paper for each student, e.g., red, yellow, green, blue, pink.
2. The cover could be *Colorful Words.*
3. On page 1 - naming words. Make a list of naming words. Page 2 - action words; page 3 - describing words; page 4 - others.
   Each page could contain a list of the words.
4. Keep the booklet in the child's writing folder to refer to and to add new words as the year goes on.

F. Write an accurate summary in your own words.

Activity: "Writing a Chapter Summary"

Capitalization

Punctuation

Periods

Read a chapter of the core book that you are currently reading. Tell the class to listen carefully, as you will be asking them to summarize the chapter.

Pre-writing Activity:

1. Do a summary on the chalkboard or overhead with the class.
2. Ask children to write a summary of the next chapter.

H. Write the date correctly.

Activity:

Capitalization

Commas

List

1. Have children make a list of people who live in their home. At home, students collect the birthdates of each person, including themselves.
2. Students could write the list of names and birthdates, using the entire name of the month and the abbreviation, e.g., Jim Smith - December (Dec.) 10, 1965.
3. Students could compile a list of classmates and their birthdates.

CHOSEN UNIT: WRITE TO INVENT IMAGES

Possible Grid Items

- Capitalization
- Punctuation
- Standard of Neatness

A. Use varied, abundant language.

Activity: "Painting Word Pictures"

Copy onto a ditto or put on the board:

Here are several ordinary, colorless sentences. Can you add more interesting words and phrases? Rewrite the sentences.

1. The dog ran down the street.

What kind of dog? ______________________________

How did he run? ______________________________

2. The cat went up the tree.

What kind of cat? ______________________________

How did it go up? ______________________________

3. The man ate his meal. (Describe the man, what he ate, and how he ate.)

____

____

____

4. The book was good. (Name or describe the book. How was it good?)

____

____

____

5. They played a game. (Who are "they"? How did they play? What did they play?)

____

____

____

CHOSEN UNIT: WRITE TO INVENT IMAGES (continued)

Possible Grid Items

B. Write using dialogue within a form appropriate for the task.

Activity: "Writing Dialogue." After completing a core book containing dialect (such as *Brighty* or *J.T.*), the teacher could ask the students to write a different ending to the story, including dialogue that would use the dialect in the story.

Pre-writing Activity: The teacher should do a practice example with the students on the board or the overhead.

This activity should include a discussion of dialect and how to write it.

Capitalization

Paragraph

Punctuation

Quotation Marks

Periods

Commas

C. Write using appropriate development.

Activity 1: "Story Endings." Give students the ideas for story endings and have them develop the beginning and middle of the story.

Examples of Story Endings:

1. In the end, there was darkness.
2. . . . and the white stallion swooped down on the prince and princess and carried them away to Fairyland, where they both lived happily ever after.
3. Of course, John had already read the story, so he brushed his teeth, kissed his frog good night, and went to bed.
4. John woke up with a start, looked around, and was happy to discover that it was all a dream.
5. After all, wolves have to eat, too.

Punctuation

Capitalization

Paragraph related to topic and transition

Activity 2: "Write a Biography"

Paragraph

Ask students to choose someone they know well to write about.

In the first paragraph have students tell when and where the person was born and one or two things about him/her as a young child.

In the second paragraph have them tell about the person's family and where he or she lives.

In the third paragraph have them tell things that the person likes to do, such as a favorite sport, and how often and where it is done.

In the fourth paragraph have students tell what that person wants to be when they grow up, and why.

UNIT I WRITE TO RECALL DETAIL OF FACT OR EVENT

A. Recall specific details of a factual experience.

1. Involving the five senses
2. True to own knowledge

B. Write an accurate summary in your own words.

1. Key words and ideas relevant to topic
2. Unnecessary words eliminated

C. Complete a form correctly.

1. All questions answered
2. Standard of neatness observed

D. Write a list (words, phrases, sentences) in a column.

1. Sequential order
2. Numerical order

INTERMEDIATE 5 062.11 Elicitive

UNIT II WRITE TO GIVE DIRECTIONS

A. Write clear directions.

1. Understandable at first reading
2. Sequence indicated with words or number
3. Only accurate, relevant information

B. Write a list (words, phrases, sentences) in a column.

1. Sequential order
2. Numerical order

C. Write a social letter in correct form.

1. Heading
2. Greeting
3. Body
4. Closing
5. Signature

D. Address an envelope correctly.

1. Address
    a. Name
    b. Address
    c. Zip code
2. Return address
    a. Name
    b. Address
    c. Zip Code

UNIT III WRITE TO SHARE FEELINGS, IDEAS, ATTITUDES, AND INSIGHTS

A. Expand thoughts beyond a simple statement of feeling, idea, attitude, and insights.

   1. Adequate detail
   2. Apt comparisons (e.g., reasonable association of two different ideas or things)
   3. Artistic or describing words (e.g., words that appeal to emotions, senses, and feelings)

B. Risk sharing feelings, ideas, attitudes and insights in speaking or writing until one feels comfortable doing so.*

*Attitude objective

UNIT IV WRITE TO CONVINCE OTHERS

A. Write to express a point of view.

   1. Recognition of alternatives
   2. Selection of alternative(s)

B. Choose words that persuade.

   1. Words that appeal to feelings
   2. Words that appeal to senses
   3. Words that define positive attributes

C. Write an effective advertisement.

   1. Compressed language
   2. Persuasive language
   3. Descriptive language

061.11 WRITE TO RECORD ACCURATE INFORMATION FOR OWN USE (Informative)

A. Record accurate information.
   1. Listening to the speaker
   2. Writing key words from a source
   3. Using appropriate capitalization
   4. Using appropriate punctuation
   5. Using appropriate spelling
   6. Using specified form
   7. Readable for self

B. Select information appropriate to the task.
   1. Fact vs. opinion
   2. Detail
   3. Word classes (i.e., naming words, action words, describing words)
   4. Key words and ideas

C. Write a list (words, phrases, sentences) in a column.
   1. Sequential order
   2. Numerical order

061.21 WRITE TO ORGANIZE AND CONVEY FACTUAL KNOWLEDGE (Informative)

A. Organize data appropriate for the purpose.
   1. Grouping
   2. Labeling
   3. Sequencing

B. Write an informal outline to convey factual data.
   1. Main topic
   2. Sub topics

C. Write a title appropriate for the task.
   1. Hints at the main idea of the work
   2. Captures the attention of the audience

D. Select information appropriate to the task.
   1. Fact vs. opinion
   2. Detail
   3. Word classes (i.e., naming words, action words, describing words)
   4. Key words and ideas

(continued on next page)

INTERMEDIATE 5, Optional Units (Continued)

061.21 WRITE TO ORGANIZE AND CONVEY FACTUAL KNOWLEDGE (continued)

E. Write a list (words, phrases, sentences) in a column.
   1. Sequential order
   2. Numerical order

F. Write a date correctly.
   1. Capitalize month
   2. Comma between day and year
   3. Name of month written completely

063.22 WRITE TO GIVE FORM TO IMAGINATIVE CONTENT (Expressive)

A. Write using poetic form.
   1. Limerick
   2. Haiku
   3. Free verse
   4. Quatrain
   5. Cinquain
   6. Concrete poetry

B. Write using a story form (including character, setting, plot).
   1. Fable (animal character and moral)
   2. Tall tale
   3. Transformational myth (how something came to be)

C. Write using a dialogue form (in a scene, act or skit).

D. Risk sharing feelings, ideas, attitudes and insights until one feels comfortable doing so.*

*Attitude Objective

CHOSEN UNIT: WRITE TO INVENT IMAGES

A. **Use varied, abundant language.**

  1. Vivid, concrete, sensory
  2. Figurative
    a. Personification
    b. Simile
    c. Metaphor
    d. Idiom
    e. Hyperbole
    f. Alliteration
    g. Onomatopoeia

B. **Use dialogue within a form appropriate for the task.**

  1. Expressing emotion
  2. Expressing mood
  3. Showing dialect

C. **Use appropriate development.**

  1. Introduction
  2. Sequential development
  3. Internal coherence
  4. Conclusion

D. Explore and develop personal writing until individual interests are met.*

*Attitude objective

6/27/78

CODINGS FOR GRADE 5 EXPECTED UNITS

	DISCOVERY IN ENGLISH	INDIVIDUALIZED LANGUAGE ARTS	NEW DIRECTIONS IN ENGLISH	S.C.O.R.E.	SPECTRUM OF ENGLISH
UNIT I – WRITE TO RECALL DETAIL OF FACT OR EVENT					
A. Recall specific details of a factual experience.					S/42-43/Ex, P Observing and Writing Detail
B. Write an accurate summary in your own words.		T/36-44/Ex Expansion by Paragraphing T/45-48/Ex Framed Paragraph T/52-61/Ex Outlining T/173-176/Ex Movability			
UNIT II – WRITE TO GIVE DIRECTIONS					
A. Write clear directions.	S/34-35/Ex,P				S/254-257/Ex,P Writing Instruction
C. Write a social letter in correct form.	S/230-232/Ex, P			S/B15/Ex, P S/B25/P	S/HB76/P S/260/P
D. Address an envelope correctly.					S/HB78/P S/259/P

	DISCOVERY IN ENGLISH	INDIVIDUALIZED LANGUAGE ARTS	NEW DIRECTIONS IN ENGLISH	S.C.O.R.E.	SPECTRUM OF ENGLISH
UNIT III – WRITE TO SHARE FEELINGS, IDEAS, ATTITUDES, AND INSIGHTS					
A. Expand thoughts beyond a simple statement of feelings, ideas, attitudes, and insights.	S/158-159/Ex,P S/162/Ex, P	T/91-94/Ex Expansion by Modification T/95-100/Ex Expansion by Duplication T/107-142/Ex Slotting	S/228-229/P, EN		S/86-87/Ex, P Writing About Yourself
B. Risk sharing feelings, ideas, attitudes and insights in speaking or writing until one feels comfortable doing so.					S/88-90/Ex, P Making Changes
UNIT IV – WRITE TO CONVINCE OTHERS					
C. Write an effective advertisement.	S/192-193/Ex, P S/296-298/Ex, P		S/59-64/P, EN		S/46-47/Ex, P Write Advertisement T/T27/EN

CODINGS FOR GRADE 5 CHOSEN UNITS

	DISCOVERY IN ENGLISH	INDIVIDUALIZED LANGUAGE ARTS	NEW DIRECTIONS IN ENGLISH	S.C.O.R.E.	SPECTRUM OF ENGLISH
UNIT: WRITE TO INVENT IMAGES					
A. Write using varied abundant language.		T/33-35/Ex Sentence Synthesis T/36-44/Ex Expansion by Paragraphing T/52-61/Ex Outlining T/91-94/Ex Expansion by Modification T/95-100/Ex Expansion by Duplication T/107-142/Ex Slotting T/173-176/Ex Movability	S/224-229/Ex, P Unit 1 S/230-235/Ex, P Unit 2 S/242-259/Ex, P Unit 4-6		S/128-130/Ex, P
B. Write using dialogue within a form appropriate for the task.	S/95-97/Ex, P S/100-101/Ex, P S/136-138/Ex, P S/144-145/Ex, P S/164-165/Ex, P				

	DISCOVERY IN ENGLISH	INDIVIDUALIZED LANGUAGE ARTS	NEW DIRECTIONS IN ENGLISH	S.C.O.R.E.	SPECTRUM OF ENGLISH
C. Write using appropriate development	S/36-37/Ex, P S/128-135/Ex, P S/162/Ex, P S/324-327/Ex, P S/336-341/Ex, P	T/36-44/Ex Expansion by Paragraphing T/45-48/Ex The Framed Paragraph T/52-61/Ex Outlining T/173-176/Ex Movability	S/302-307/Ex, P Unit 14 S/320-325/Ex, P Unit 17 S/326-330/Ex, P Unit 18		S/133-135/Ex, P

CODINGS FOR GRADE 5 EXPERIENCES GRID

	DISCOVERY IN ENGLISH	INDIVIDUALIZED LANGUAGE ARTS	NEW DIRECTIONS IN ENGLISH	S.C.O.R.E.	SPECTRUM OF ENGLISH
LITERARY FORMS					
Prose					
5. Interview	S/258-259/Ex, P				
6. Report					S/216-217/Ex, P Writing Report
8. Story (e.g., fable, tall tale, parable hero, myth)	S/128-135/Ex, P				S/133-135/Ex, P Science Fiction Story
9. Scene, Act, or Skit (Dramatic Form)	S/164-165/Ex, P				
11. Description	S/188-189/Ex, P S/196-198/Ex, P	T/91-94/Ex Expansion by Modification T/95-100/Ex Expansion by Duplication T/107-142/Ex Slotting			
12. Narrative	S/326-327/Ex, P				
14. Book Review					S/250-251/Ex, P Writing Book Report

	DISCOVERY IN ENGLISH	INDIVIDUALIZED LANGUAGE ARTS	NEW DIRECTIONS IN ENGLISH	S.C.O.R.E.	SPECTRUM OF ENGLISH
Poetry					
4. Quatrain	S/102-103/Ex, P T/B-31/Ex All				
5. Haiku					S/128-130/Ex, P Writing Haiku T/T65/En
6. Limerick	S/60-61/Ex, P B S/64-65/Ex, P				
COMPRESSED WRITING					
3. Notes or records or logs	S/293-295/Ex, P		S/163-165/P		
8. Outline (formal)					S/HB79/P S/218/P
CORRESPONDENCE					
1. Social letter and envelope	S/230-232/Ex, P			S/B-15/Ex, P All S/B-25/P All	S/HB76/P S/HB78/P
2. Business letter and envelope					S/HB77/P T/T127/En

	DISCOVERY IN ENGLISH	INDIVIDUALIZED LANGUAGE ARTS	NEW DIRECTIONS IN ENGLISH	S.C.O.R.E.	SPECTRUM OF ENGLISH
REFERENCE MATERIALS					
3. Dictionary	S/182-183/Ex, P S/184-185/Ex, P				S/181/P
5. Encyclopedia	S/286-287/Ex, P S/288-289/Ex, P S/290-292/Ex, P				S/174-176/Ex, P Using Encyclopedia S/177-179/Ex, P Using Encyclopedia

CODINGS FOR GRADE 5 WRITING MECHANICS

	DISCOVERY IN ENGLISH	INDIVIDUALIZED LANGUAGE ARTS	NEW DIRECTIONS IN ENGLISH	S.C.O.R.E.	SPECTRUM OF ENGLISH
CAPITALIZATION					
1. Names of people or things					S/HB3, 6/P S/HB37/P S/HB11/
3. All words in a title					S/HB13-15/P
4. Beginning of sentences					S/HB2/P S/36/P
5. Days of the week					S/HB4/P S/36/P
6. Months of year					S/HB4/P S/36/P
7. Abbreviations and initials					S/HB9/P S/166/P
9. Names of places					S/HB5, 7, 12/P S/37/P
11. Important words in titles of written works					S/HB8/P S/136/P
13. Personal titles	S/56-57/Ex, P				

	DISCOVERY IN ENGLISH	INDIVIDUALIZED LANGUAGE ARTS	NEW DIRECTIONS IN ENGLISH	S.C.O.R.E.	SPECTRUM OF ENGLISH
PARAGRAPHS					
1. Indented first line					S/HB80/P
3. Definition: a paragraph is an idea unit.	S/340-341/Ex, P S/345/Ex, P	T/36-44/Ex Expansion by Paragraphing	S/167/P		
3. Definition: (Continued)		T/45-48/Ex Framed Paragraph T/52-61/Ex Outlining T/173-176/Ex Movability			
4. Topic sentence		T/36-44/Ex Expansion by Paragraphing T/45-48/Ex The Framed Paragraph T/52-61/Ex Outlining T/173-176/Ex Movability	S/276-277/P		
5. Sentences related to the topic sentence		T/36-44/Ex Expansion by Paragraphing T/45-48/Ex The Framed Paragraph			

	DISCOVERY IN ENGLISH	INDIVIDUALIZED LANGUAGE ARTS	NEW DIRECTIONS IN ENGLISH	S.C.O.R.E.	SPECTRUM OF ENGLISH
5. (continued)		T/52-61/Ex Outlining T/173-176/Ex Movability			
9. Development through details					S/182/P
PARTS OF SPEECH					
1. Adjectives	S/176-177/Ex, P S/178-179/Ex, P	T/33-35/Ex Sentence Synthesis T/36-44/Ex Expansion by Paragraphing T/52-61/Ex Outlining T/173-176/Ex Movability			S/18-20/Ex, P S/24-26/Ex, P S/HB57/P S/HB62-66/P S/80/P S/119-120/Ex, P S/123/P T/T15/En
3. Nouns	S/21-22/Ex, P S/48-49/Ex, P S/54-55/Ex, P S/250-251/Ex, P	T/114-120/Ex Slotting		S/H-42/P	S/16-17/Ex, P Nouns in Sentences S/HB34, 35/P S/116-118/Ex, P

	DISCOVERY IN ENGLISH	INDIVIDUALIZED LANGUAGE ARTS	NEW DIRECTIONS IN ENGLISH	S.C.O.R.E.	SPECTRUM OF ENGLISH
4. Pronouns	S/50-51/Ex, P				S/21-23/Ex, P S/HB58-61/P S/208/P
5. Verbs	S/80-81/Ex, P S/82-83/Ex, P S/84-85/Ex, P S/86-87/Ex, P	T/33-35/Ex Sentence Synthesis T/36-44/Ex Expansion by Paragraphing T/52-61/Ex Outlining T/121-142/Ex Slotting T/173-176/Ex Movability		S/H-43/P S/H-44/P S/H-45/P	S/27-29/Ex, P S/30-32/Ex, P S/33-35/Ex, P S/HB38-42/P S/HB47/P S/238-241/Ex, P S/242-245/Ex, P
6. Adverbs	S/210-211/Ex, P				S/HB67/P S/69-71/Ex, P S/72-74/Ex, P S/81/P

	DISCOVERY IN ENGLISH	INDIVIDUALIZED LANGUAGE ARTS	NEW DIRECTIONS IN ENGLISH	S.C.O.R.E.	SPECTRUM OF ENGLISH
7. Conjunctions	S/244-245/Ex, P				
9. Prepositions	S/212-213/Ex, P		S/45/P		S/HB68-71/P T/T99/En
PUNCTUATION					
1. Apostrophe	S/252-253/Ex, P	T/33-35/Ex Sentence Synthesis T/45-48/Ex The Framed Paragraph T/91-94/Ex Expansion by Modification T/95-100/Ex Expansion by Duplication T/107-142/Ex Slotting T/173-176/Ex Movability			S/HB17/P S/HB36/P S/246/P S/247/P
2. Colon			S/204-205/P		

	DISCOVERY IN ENGLISH	INDIVIDUALIZED LANGUAGE ARTS	NEW DIRECTIONS IN ENGLISH	S.C.O.R.E.	SPECTRUM OF ENGLISH
3. Comma	S/316-318/Ex, P S/319/Ex, P	T/33-35/Ex Sentence Synthesis T/45-48/Ex Framed Paragraph T/91-94/Ex Expansion by Modification T/95-100/Ex Expansion by Duplication T/107-142/Ex Slotting T/173-176/Ex Movability	S/193-198/P		S/168/P
5. Direct quotations	S/120-121/Ex, P S/122-123/Ex, P	T/33-35/Ex Sentence Synthesis T/45-48/Ex The Framed Paragraph T/91-94/Ex Expansion by Modification T/95-100/Ex Expansion by Duplication T/107-142/Ex Slotting T/173-176/Ex Movability	S/202-203/P		S/HB18/P S/HB19/P

	DISCOVERY IN ENGLISH	INDIVIDUALIZED LANGUAGE ARTS	NEW DIRECTIONS IN ENGLISH	S.C.O.R.E.	SPECTRUM OF ENGLISH
6. Exclamation mark at end of exclamatory sentence and interjection.		T/33-35/Ex Sentence Synthesis T/45-48/Ex The Framed Paragraph T/107-113/Ex Slotting T/206-209/ The Imperative Sentence T/210-215/Ex The Exclamatory Sentence	S/197/P	S/A 1/P T/E 58/Ex P	S/38/P
7. Hyphen		T/33-35/Ex Sentence Synthesis T/45-48/Ex Framed Paragraph T/91-94/Ex Expansion by Modification T/95-100/Ex Expansion by Duplication T/173-176/Ex Movability	S/205/P		
9. Period		T/33-35/Ex Sentence Synthesis			S/38/P

	DISCOVERY IN ENGLISH	INDIVIDUALIZED LANGUAGE ARTS	NEW DIRECTIONS IN ENGLISH	S.C.O.R.E.	SPECTRUM OF ENGLISH
9. Period (Continued)		T/45-48/Ex The Framed Paragraph T/107-113/Ex Slotting T/206-209/Ex The Imperative Sentence			
10. Question mark at end of an interrogative sentence		T/33-35/Ex Sentence Synthesis T/45-48/Ex The Framed Paragraph T/107-113/Ex Slotting T/196-205/Ex The Interrogative Sentence	S/201/P	T/E-58/Ex, P	S/38/P
11. Quotation marks to enclose short stories, poems, songs, articles, chapters of books		T/33-35/Ex Sentence Synthesis T/45-48/Ex Framed Paragraph T/91-94/Ex Expansion by Modification T/95-100/Ex Expansion by Duplication			

	DISCOVERY IN ENGLISH	INDIVIDUALIZED LANGUAGE ARTS	NEW DIRECTIONS IN ENGLISH	S.C.O.R.E.	SPECTRUM OF ENGLISH
11. Quotation marks (continued)		T/107-142/Ex Slotting T/173-176/Ex Movability			
SENTENCES: Kinds					
1. Simple sentences		T/33-35/Ex Sentence Synthesis T/107-113/Ex Slotting T/196-205/Ex Interrogative Sentence	S/232-234/P		
2. Compound sentences			S/260-264/P		S/HB26/P S/124/P S/125/P
4. Compound - complex	S/116-117/Ex, P				
SENTENCES: Parts					
1. Subjects and predicates	S/20-21/Ex, P	T/33-35/Ex Sentence Synthesis T/95-100/Ex Expansion by Duplication T/107-142/Ex Slotting		T/E-13/Ex T/E-14/P	S/13-15/Ex, P S/HB22/P S/HB23/P S/HB24/P S/HB25/P

	DISCOVERY IN ENGLISH	INDIVIDUALIZED LANGUAGE ARTS	NEW DIRECTIONS IN ENGLISH	S.C.O.R.E.	SPECTRUM OF ENGLISH
2. Modifiers, single words		T/33-35/Ex Sentence Synthesis T/36-44/Ex Expansion by Paragraphing T/52-61/Ex Outlining T/173-176/Ex Movability	S/254-259/P		
4. Objects (direct, indirect), and object of preposition					S/HB45/P S/HB46/P
SPELLING					
1. American Heritage List of 500 Most Frequently Used Words		T/33-35/Ex Sentence Synthesis T/91-94/Ex Expansion by Modification T/95-100/Ex Expansion by Duplication T/107-142/Ex Slotting			
USAGE					
1. Appropriate usage (standard, non-standard)	S/358-375/Ex, P	T/121-142/Ex Slotting		T/E-30/P T/E-31/P	S/HB49-56/P S/HB72-75/P

UNIT I: WRITE TO RECALL DETAIL OF FACT OR EVENT

	Possible Grid Items
A. Recall specific details of a factual experience.	
Activity: Have children make a list of things they could see, feel, hear, touch, and smell in the out-of-doors. Share lists in small groups. Take a walk around school or immediate area. Return to classroom and write what they saw, felt, heard, touched, and smelled on the walk.	List Summary
B. Write an accurate summary.	
Activity: Watch a T.V. program as a class or use a movie that members have seen (it would not be the same movie). Write a summary of the program or movie.	Paragraph Sentence Cursive writing
Pre-writing suggestions: Write a sample summary in class from a T.V. program or film, that the class has seen. Discuss points to be covered in a summary.	
C. Complete a form correctly.	
Activity: Obtain copies of school enrollment form or make ditto to make your own copies—one per student. Complete form answering all questions. Require neatness.	Abbreviations Commas.
Pre-writing suggestions: Discuss importance of filling out forms correctly.	Manuscript writing
D. Write a list.	
Activity: Recall objects in a bag. Collect 8-10 different items to put in paper bag. (Example: red pencil, eraser, map, balloon, etc.) Remove items from the bag, one at a time, and lay them on the table in front of students.	List Description
Explain to students that when you put items back in the bag that they are to write a list recalling the items you took from the bag. Encourage good descriptive phrases.	

UNIT II: WRITE TO GIVE DIRECTIONS

Possible Grid Items

A. Write clear directions.

Activity 1: Ask each student to *think* of a place, either in school or out, which they know exactly how to get to. Do not tell the place, but write directions for how to get there, by foot, car, or however. Use *only* words, no pictures or map drawings. Exchange papers. If you can, try to follow each other's directions.

Description

Cursive writing

Pre-Writing Suggestions:

You will need to remind students of directions (right, left, north, south), distance, major landmarks, most important buildings, etc.

Activity 2: Pretend a speaker or entertainer from out of town is going to perform in your school and is staying the night before at a certain hotel or motel. Write him or her directions how to walk or drive to school. Get several classmates to do this separately and compare directions later. Would one of them have allowed the speaker to get lost? Was one way shorter or easier than the others?

Description

Cursive writing

Pre-Writing Suggestions:

You will need to remind students of direction, distance, major landmarks, important buildings, etc.

B. Write a list.

Activity 1: Have students choose an object they would like to make (e.g., paper airplane, puppet, game board). Make a list of all materials needed to make the object in the order you would use them. Write the directions, in list form, to make the object.

List

Periods

Activity 2: How to choose a good book: Write a list of directions in sequential order of how to choose a good book from the library.

List

Handwriting

Capitalization

Pre-Writing Suggestions:

1. Ask your media specialist to visit with the students about how to choose a good book.
2. Take students to media center for discussion with media specialist. Students may take notes if necessary.

UNIT II: WRITE TO GIVE DIRECTIONS (continued)

C. Write a social letter in correct form.

Activity: Write a letter to the teacher or principal applying for a job you would like—playground monitor, flag duty, messenger, lunchroom helper, safety corps, etc. Deliver letter.

Pre-Writing Suggestion: Discuss proper form of social letter.

D. Address an envelope correctly.

Activity: Thank-you letter. Explain to students that they are to write a thank-you letter to a friend or relative and thank them for a gift. Use home address in the heading. Supply an envelope for each student to address for their letter.

Pre-Writing Suggestions:

1. Discuss proper social letter form.
2. Discuss procedure for addressing an envelope.

Possible Grid Items

- Comma
- Cursive writing
- Social letter
- Envelope
- Social letter
  - Heading
  - Greeting
  - Body
  - Closing
  - Signature
- Envelope
- Capital letters

UNIT III: WRITE TO SHARE FEELINGS, IDEAS, ATTITUDES, AND INSIGHTS

Possible Grid Items

A. Expand thoughts beyond a simple statement of feeling, idea, attitude, and insights.

Story

Cursive writing

Activity 1: Choose a record on tape. Listen to it first. Listen again. Close your eyes and try to *picture* the music. Play it again and write a story to go with your picture. Get some friends to listen to the music, too. Then read them your story.

Activity 2: Each student's name should be written on a slip of paper, and the slips placed in a container. Each person draws a name from the container. Each student writes a description of the person whose name is on the slip. Don't use clothing description or easy physical descriptions. Mix up the descriptions so that each person can draw one to read. Each read the description drawn aloud. The person being described raises his hand when he recognizes himself.

Paragraph

Description

Pre-Writing Suggestions: Write descriptive paragraphs of animals or objectives as a class. Discuss what information should be in the paragraphs.

Activity 3: "Write a Paragraph"

Paragraph form

Pre-Writing Suggestions:

1. Discuss feelings and how some things make us feel happy and others make us feel sad.
2. Have students write a paragraph on one of these topics:

   How would you feel if you were a slab of concrete?

   How would you feel if you were an old toy being discarded for a new toy?

   How would you feel if your best friend's dog got run over—what would you do to make him feel better?

UNIT III: WRITE TO SHARE FEELINGS, IDEAS, ATTITUDES, AND INSIGHTS (continued)

Possible Grid Items

Activity 4: Descriptive paragraph. Explain to students that they are to write a descriptive paragraph about a tree they can see outside the classroom window. Remind them that they are taking the place of the artist as the reader can see only what they put on their paper.

Pre-Writing Suggestion: Brainstorm good descriptive words which describe trees.

Capitalization

Punctuation

Paragraph

Handwriting

Description

B. Risk sharing feelings, ideas, attitudes and insights in speaking or writing until one feels comfortable doing so.

Activity 1: Ask students to write a sentence or two containing the ideas that come into their mind when they think of each of the following things:

a) a hailstorm
b) a kite
c) a television set
d) a key
e) a pizza
f) a pair of skates
g) a deserted beach

Description

Capitalization

Punctuation

Handwriting

Pre-Writing Suggestion: Discuss what is meant by first impressions. Example: When you see a mouse—or read about one—it is easy to think about quiet things, quick, sneaky or cautious things.

Activity 2: Use *Happiness Is A Warm Puppy* by Charles Schultz as motivation for writing about happiness. Ask students to list what happiness is to them:

- Happiness is a new bicycle.
- Happiness is a big banana split.

They can choose one of their statements as the base for a story. They could also paint or draw what happiness is to them.

Punctuation

Period

Capitalization

Handwriting

UNIT IV: WRITE TO CONVINCE OTHERS

Possible Grid Items

A. Write to express a point of view.

Activity: Have students make a list of beautiful things they see out the window (only two or three). Write a paragraph telling what beautiful things they see. They should also give reasons why they feel that thing is beautiful. Share the written paragraphs orally to understand that point of view is different for each.

Paragraph

Pre-Writing Suggestions:

Give examples of different points of view. Discuss that a point of view is neither right or wrong.

B. Choose words that persuade.

Activity 1: Brainstorm words that could be used to persuade others to believe your point of view. Write a slogan or minute "commercial" to persuade others that Nebraska Cornhuskers are No. 1. You could post these on a wall or bulletin board.

Capitalization

Punctuation

Activity 2: Newspaper story. Write a story based on one of the following newspaper headlines:

a. Strange Object Sighted
b. Disappearance: Still Mystery
c. Money Found

Encourage students to use words that appeal to the senses.

Capitalization

Punctuation

Title

Handwriting

Pre-Writing Suggestions: Discuss the 5 W's (who, what, where, when, why) of newspaper story writing. Give examples of each.

C. Write an effective advertisement.

Activity: Have students select a service they could contribute to the school (e.g., reading to small children, being a safety patrol member, cleaning trash off the playground, cutting letters for a teacher). Write an advertisement selling the service to the school.

Pre-Writing Suggestions:

1. Read examples of advertisements.
2. Discuss the information included in an ad.
3. Write some sample ads as a class.

CHOSEN UNIT: WRITE TO INVENT IMAGES

A. Write using varied, abundant language.

Activity 1: Descriptive Language.

1. Give students a copy of the following report:

> During the first week of my vacation, a funny[1] thing happened. While swimming, I met a big[2] white shark. After a scary pursuit[3] through the surf, I reached shore safely.
>
> The following week, I was climbing the high[4] Himalayas. There I met the well-known[5] Yeti, otherwise known as the Abominable Snowperson. One look at that fierce[6] face and I knew enough to leave.
>
> When I reached the foot of the mountain, I heard the noise[7] of a UFO coming to a stop. I was frightened[8] by the three persons who approached me. Once we got to talking, however, I discovered how pleasant[9] they were.
>
> Michelle Carperson wanted to interview me about these events[10]. Being on her TV show was the most interesting[11] part of my vacation. On the way home after the show, our pilot lost the way! We went[12] home by way of India.

2. Make 12 columns and list words that could be used in place of the underlined word.
3. Have students write the report using words chosen from the lists to make the report more interesting.

Activity 2:

1. Make four columns on the board or ditto with the headings happy, sad, angry and afraid.
2. Students should list "mood" words in each column.
3. After finishing the lists, have students choose one category and write any form of poetry you or the student chooses to describe the feeling word.

Possible Grid Items

List

Descriptive

List

Poetry

Description

CHOSEN UNIT: WRITE TO INVENT IMAGES (continued)

	Possible Grid Items
Activity 3:	Poetry
1. Have students write word pictures using figures of speech.	Figs. of speech
e.g. A child's face is like ____________. It opens and ____________. or The flowers were kites of many colors Fallen to the ground.	
Pre-Writing Suggestions:	
1. List topics or objects that word pictures could be made about.	
2. Practice writing word pictures. List words that could be used to describe.	
B. Write using dialogue within a form appropriate to the task.	Paragraph
Activity 1: After completing a core book using dialect, e.g., *The Door in the Wall*, the teacher should ask students to write a different ending to the story. In their writing students should include dialogue showing the dialect that would sound like the core book.	Quotation marks Commas Dialogue
Pre-Writing Suggestions:	Capitalization
1. Work an example through as a class.	
2. Discuss *dialect*, how written and how pronounced.	
Activity 2:	Dialogue
1. Have students discuss what happens when they and their friends want to play different games. Discuss feelings that would occur, how everyone is kept happy, etc.	
2. Write a story using dialogue between two or more friends deciding what game to play. The dialogue should involve words that show feeling.	

CHOSEN UNIT: WRITE TO INVENT IMAGES (continued)

Possible Grid Items

C. Write using appropriate development

Activity 1:

List

Story

Paragraphs

Usage

1. Make 3 columns with the headings, "Fear, Anger, Fun." List words that show those feelings in the appropriate column.
2. Have students pretend they are locked in Sheldon Gallery. There is no way to get out until morning. They are all alone, at night. Write a story, using words from one or all of the word columns, telling about their experience.
3. Have students review their story for introduction, sequential development, internal coherence, and conclusion, and rewrite it, if necessary.

Activity 2:

Story

Paragraphs

Usage

Writing

1. Give the students a copy of the following word square:

music	trees	wind
sunshine	troll	umbrella
baseball	bicycle	dog

(The teacher could put *any* words in the squares.)

2. Have students choose any three words going up, down, or across.
3. Write a short story using the three words. Each story should have an introduction, sequential development, internal coherence, and a conclusion.

UNIT I WRITE TO SHARE FEELINGS, IDEAS, ATTITUDES, AND INSIGHTS

A. Expand thoughts beyond a simple statement of feelings, ideas, attitudes, and insights.

  1. Adequate detail

  2. Apt comparisons (e.g., reasonable association of two different ideas or things)

  3. Artistic or describing words (e.g., words that appeal to emotions, senses, and feelings)

B. Risk sharing feelings, ideas, attitudes, and insights in speaking or writing until one feels comfortable doing so.*

*Attitude objective

UNIT II WRITE TO RECALL DETAIL OF FACT OR EVENT

A. **Recall specific details of a factual experience.**

   1. **Involves the five senses**
   2. **True to own knowledge**

B. Write an accurate summary in your own words.

   1. Key words and ideas relevant to topic
   2. Unnecessary words eliminated

C. Complete a form correctly.

   1. All questions answered
   2. Standard of neatness observed

D. Write a list (words, phrases, sentences) in a column.

   1. Sequential order
   2. Numerical order

INTERMEDIATE 6 — 063.22 Expressive

UNIT III WRITE TO GIVE FORM TO IMAGINATIVE CONTENT

A. Write, using poetic form.
  1. Limerick
  2. Haiku
  3. Cinquain
  4. Concrete poetry
  5. Quatrain
  6. Free verse

B. Write using a story form (including character, setting, plot).
  1. Fable (animal character and moral)
  2. Tall tale
  3. Transformational myth (how something came to be)

C. Write using a dialogue form (in a scene, act, or skit).

D. Risk sharing feelings, ideas, attitudes, and insights until one feels comfortable doing so.*

E. Write a social letter in correct form.
  1. Heading
  2. Greeting
  3. Body
  4. Closing
  5. Signature

F. Address an envelope correctly.
  1. Address
    a. Name
    b. Address
    c. Zip Code
  2. Return address
    a. Name
    b. Address
    c. Zip code

*Attitude objective

UNIT IV WRITE TO CONVINCE OTHERS

A. Write to express a point of view.

1. Recognition of alternatives
2. Selection of alternative(s)
3. Support of selected alternative(s)

B. Choose words that persuade.

1. Words that appeal to feelings
2. Words that appeal to senses
3. Words that define positive attributes

C. Write an effective advertisement.

1. Compressed language
2. Persuasive language
3. Descriptive language

D. Write a business letter in correct form.

1. Heading
2. Inside address
3. Greeting (avoid sexism)
4. Body
5. Closing
6. Signature

INTERMEDIATE 6

061.11 WRITE TO RECORD ACCURATE INFORMATION FOR OWN USE (Informative)

A. Record accurate information.
   1. Listening to the speaker
   2. Key words from a source
   3. Appropriate capitalization
   4. Appropriate punctuation
   5. Appropriate spelling
   6. Written readably for self

B. Write an accurate summary in own words.
   1. Key words and ideas relevant to topic
   2. Unnecessary words eliminated

C. Select information appropriate to the task.
   1. Fact vs. opinion
   2. Detail
   3. Word classes (i.e., naming words, action words, describing words)
   4. Key words and ideas

D. Write a list (words, phrases, sentences) in a column.
   1. Sequential order
   2. Numerical order

061.21 WRITE TO ORGANIZE AND CONVEY FACTUAL KNOWLEDGE (informative)

A. Organize data appropriate for the purpose.
   1. Grouping
   2. Labeling
   3. Sequencing

B. Write an informal outline to convey factual data.
   1. Main topic
   2. Subtopics

C. Write a title appropriate for the task.
   1. Hints at the main idea of the work
   2. Captures the attention of the audience

D. Select information appropriate for the task.
   1. Fact vs. opinion
   2. Detail
   3. Word classes (i.e., naming words, action words describing words)
   4. Key words and ideas

(continued on next page)

061.21 WRITE TO ORGANIZE AND CONVEY FACTUAL KNOWLEDGE (continued)

E. Write a list (words, phrases, sentences) in a column.
   1. Sequential order
   2. Numerical order

F. Write an accurate summary in your own words.
   1. Key words and ideas relevant to topic
   2. Unnecessary words eliminated

062.11 WRITE TO GIVE DIRECTIONS (Elicitive)

A. Write clear directions.
   1. Understandable at first reading
   2. Sequence indicated with words or number
   3. Only accurate, relevant information

B. Write a list (words, phrases, sentences) in a column.
   1. Sequential order
   2. Numerical order

CHOSEN UNIT: WRITE TO INVENT IMAGES

A. **Use varied, abundant language.**

  1. Vivid, concrete, sensory
  2. Figurative
     a. Personification
     b. Simile
     c. Metaphor
     d. Idiom
     e. Hyperbole
     f. Alliteration
     g. Onomatopoeia

B. **Use dialogue within a form appropriate for the task.**

  1. Expressing emotion
  2. Expressing mood
  3. Showing dialect

C. **Use appropriate development.**

  1. Introduction
  2. Sequential development
  3. Internal coherence
  4. Conclusion

D. Explore and develop personal writing until individual interests are met.*

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*Attitude objective

6/27/78

CODINGS FOR GRADE 6 EXPECTED UNITS

	DISCOVERY IN ENGLISH	INDIVIDUALIZED LANGUAGE ARTS	NEW DIRECTIONS IN ENGLISH	S.C.O.R.E.	SPECTRUM OF ENGLISH
UNIT I – WRITE TO SHARE FEELINGS, IDEAS, ATTITUDES, AND INSIGHTS					
A. Expand thoughts beyond a simple statement of feelings, ideas, attitudes, and insights.	T/91-94/Ex Expansion by Modification T/95-100/Ex Expansion by Duplication T/107-142; 150-155/ Ex Slotting			S/H10, 11/P S/H13, 14/P T/All/Ex, P All T/D39/P	S/52-53/Ex, P S/54-55/Ex, P S/56-57/Ex, P S/58-59/Ex, P T/T31/EN T/T33/P T/T37/EN
B. Risk sharing feelings, ideas, attitudes, and insights in speaking or writing until one feels comfortable doing so.				S/H12/P	
UNIT II – WRITE TO RECALL DETAIL OF FACT OR EVENT					
A. Recall specific details of a factual experience					S/230-231/Ex, P S/234-235/Ex, P S/270-272/Ex, P T/T35/EN
B. Write an accurate summary in your own words.	T/36-44/Ex Expansion by Paragraphing	S/111-114/Ex, P S/118-120/Ex, P	S/136-137/Ex, P		S/232-233/Ex, P S/277-279/Ex, P

6

	DISCOVERY IN ENGLISH	INDIVIDUALIZED LANGUAGE ARTS	NEW DIRECTIONS IN ENGLISH	S.C.O.R.E.	SPECTRUM OF ENGLISH
B. Write an accurage summary in your own words. (continued)	T/45-48/Ex The Framed Paragraph T/52-61/Ex Outlining T/62-63/Ex Outlining T/173-176/Ex Movability	S/123-124/P No. 1			S/280/P T/T35/EN T/T123/EN
C. Complete a form correctly.				T/B1/P All	
D. Write a list (words, phrases, sentences) in a column.		T/297-301/Ex, P	T/67/P		S/136-137/Ex, P S/230-231/Ex, P S/273-276/Ex, P T/T71/EN
UNIT III – WRITE TO GIVE FORM TO IMAGINATIVE CONTENT					
A. Write, using poetic form.			S/36-37/P S/94-95/Ex, P S/96-97/Ex, P S/98-99/Ex, P S/100-101/Ex, P S/236-237/P		

I-98

	DISCOVERY IN ENGLISH	INDIVIDUALIZED LANGUAGE ARTS	NEW DIRECTIONS IN ENGLISH	S.C.O.R.E.	SPECTRUM OF ENGLISH
B. Write using a story form (including character, setting, plot).		S/86-92/P S/93-98/P T/253-254/P	S/196-198/Ex, P S/199-201/Ex, P S/226-229/Ex S/230-232/P S/232-235/P		S/96-98/Ex, P S/99-101/Ex, P S/102-103/Ex, P S/202-204/Ex, P S/205-207/ S/242-243/Ex, P S/244-246/Ex, P T/T55/EN T/T125/EN T/T127/EN
C. Write using a dialogue form (in a scene, act, or skit).			S/190-191/Ex, P S/202-203/Ex, P		S/142-143/Ex, P S/146/P S/153-154/Ex, P S/155-157/Ex, P S/247-249/Ex, P S/284-285/Ex, P
E. Write a social letter in correct form.			S/62-63/P S/354/Ex		S/HB84/P S/236-237/Ex, P

6

	DISCOVERY IN ENGLISH	INDIVIDUALIZED LANGUAGE ARTS	NEW DIRECTIONS IN ENGLISH	S.C.O.R.E.	SPECTRUM OF ENGLISH
F. Address an envelope correctly.			S/64/P		S/HB86/P S/238/Ex, P
UNIT IV – WRITE TO CONVINCE OTHERS					
B. Choose words that persuade.			S/28-29/Ex, P	T/D-36/ All	
C. Write an effective advertisement.			S/28-29/Ex, P S/30-31/Ex, P		
D. Write a business letter in correct form.			S/68-69/Ex, P S/355/Ex	S/B-10/P S/B-11/Ex S/B-18/P S/B-19/P	S/HB85/P S/228-229/Ex, P T/T73/EN

CODINGS FOR GRADE 6 CHOSEN UNIT

	DISCOVERY IN ENGLISH	INDIVID. LANGUAGE ARTS	NEW DIRECTIONS IN ENGLISH	PROGRESS IN ENGLISH	S.C.O.R.E.	SPECTRUM OF ENGLISH
UNIT: WRITE TO INVENT IMAGES						
A. Write using varied abundant language.		T/33-35/Ex Sentence Synthesis T/36-44/Ex Expansion by Paragraphing T/52-61/Ex Outlining T/91-94/Ex Expansion by Modification T/95-100/Ex Expansion by Duplication T/107-142/Ex Slotting T/173-176/Ex Movability	S/250-269/Ex, P Unit 2-4 S/353-360/Ex, P Unit 17			
B. Write using dialogue within a form appropriate for the task.				S/190-191/Ex, P S/202-203/Ex, P		S/110-112/Ex, P S/142-143/Ex, P
C. Write using appropriate development.		T/36-44/Ex Expansion by Paragraphing	S/339-345/Ex, P Unit 15	S/196-198/Ex, P S/199-201/Ex, P		S/140-141/Ex, P

I-101

	DISCOVERY IN ENGLISH	INDIVID. LANGUAGE ARTS	NEW DIRECTIONS IN ENGLISH	PROGRESS IN ENGLISH	S.C.O.R.E.	SPECTRUM OF ENGLISH
C. Write using appropriate development. (continued)		T-45-48/Ex The Framed Paragraph T/52-61/Ex Outlining T/173-176/Ex Movability	S/346-352/Ex, P Unit 16 S/361-366/Ex, P Unit 18	S/324-325/Ex, P S/326-328/Ex, P S/338-340/Ex, P Act. 1, 2, 3		

CODINGS FOR GRADE 6 EXPERIENCES GRID

	DISCOVERY IN ENGLISH	INDIVID. LANGUAGE ARTS	NEW DIRECTIONS IN ENGLISH	PROGRESS IN ENGLISH	S.C.O.R.E.	SPECTRUM OF ENGLISH
LITERARY FORMS						
Prose						
3. Book Report						S/232-233/Ex, P
4. Diary or Journal				S/268-269/Ex, P		
6. Report				S/158-159/Ex, P S/160-161/Ex, P S/351/Ex		S/270-272/Ex, P T/T139/En
8. Story (e.g., fable, tall tale, parable, hero, myth)						S/140-141/P
9. Scene, Act, or Skit (Dramatic Form)						S/138-139/P S/247-249/Ex, P S/284-286/Ex, P
11. Description		T/91-94/Ex Expansion by Modification T/95-100/ Expansion by Duplication T/107-142/Ex Slotting				
15. Dialogue (Conversational Form)						S/142-143/P S/146/ S/153-154/Ex, P S/155-157/Ex, P

	DISCOVERY IN ENGLISH	INDIVID. LANGUAGE ARTS	NEW DIRECTIONS IN ENGLISH	PROGRESS IN ENGLISH	S.C.O.R.E.	SPECTRUM OF ENGLISH
COMPRESSED WRITING						
1. List						T/T71/En
3. Notes or records or logs			S/118-120/Ex, P	S/129-131/Ex, P S/162-163/Ex, P		S/273-276/Ex, P
6. Summary				S/167-169/Ex, P		
8. Outline (formal)				S/164-166/Ex, P		S/HB87/P S/277-279/Ex, P
CORRESPONDENCE						
1. Social letter and envelope						S/236-237/Ex, P S/238/Ex, P
2. Business letter and envelope					S/B-10/P All S/B-11/Ex All S/B-18/P All S/B-19/P All	S/228-229/Ex, P S/238/Ex, P
REFERENCE MATERIALS						
3. Dictionary						S/184-186/Ex, P

	DISCOVERY IN ENGLISH	INDIVID. LANGUAGE ARTS	NEW DIRECTIONS IN ENGLISH	PROGRESS IN ENGLISH	S.C.O.R.E.	SPECTRUM OF ENGLISH
4. Media materials (fs, tapes) non-print				S/122-123/Ex, P		S/184-186/Ex, P
5. Encyclopedia				S/124-125/Ex, P		S/184-186/Ex, P
						S/196/P
7. Directories (telephone book, school and city directories, etc.)						S/184-186/Ex, P
8. Notes taken previously				S/132-133/Ex, P		
				S/134-135/Ex, P		

CODINGS FOR GRADE 6 WRITING MECHANICS GRID

	DISCOVERY IN ENGLISH	INDIVID. LANGUAGE ARTS	NEW DIRECTIONS IN ENGLISH	PROGRESS IN ENGLISH	S.C.O.R.E.	SPECTRUM OF ENGLISH
CAPITALIZATION						
1. Names of people or things				S/286-287/P S/288-289/P		S/HB1/P S/HB2/P
4. Beginning of sentences						S/60/P
5. Days of the week				S/288-289/P		
6. Months of year						S/HB2/P
7. Abbreviations and initials						S/HB5/P
9. Names of places				S/286-287/P S/288-289/P		S/HB3/P S/HB33/P
11. Important words in titles of written works						S/HB5/P S/61/P
PARAGRAPHS						
1. Indented first line						S/HB88/P
3. Definition: a paragraph is an idea unit		T/36-44/Ex Expansion by Paragraphing T/45-48/Ex The Framed Paragraph T/52-61/Ex Outlining				S/HB88/P

	DISCOVERY IN ENGLISH	INDIVID. LANGUAGE ARTS	NEW DIRECTIONS IN ENGLISH	PROGRESS IN ENGLISH	S.C.O.R.E.	SPECTRUM OF ENGLISH
Definition: (Continued)		T/62-63/Ex Outlining T/173-176/Ex Movability				
4. Topic sentence		T/36-44/Ex Expansion by Paragraphing T/45-48/Ex The Framed Paragraph T/52-61/Ex Outlining T/62-63/Ex Outlining T/173-176/Ex Movability				
5. Sentences related to the topic sentence		T/36-44/Ex Expansion by Paragraphing T/45-48/Ex The Framed Paragraph T/52-61/Ex Outlining T/62-63/Ex Outlining T/173-176/Ex Movability	S/205-208/Ex, P			

	DISCOVERY IN ENGLISH	INDIVID. LANGUAGE ARTS	NEW DIRECTIONS IN ENGLISH	PROGRESS IN ENGLISH	S.C.O.R.E.	SPECTRUM OF ENGLISH
PARTS OF SPEECH						
1. Adjectives		T/33-35/Ex Sentence Synthesis T/36-44/Ex Expansion by Paragraphing T/52-61/Ex Outlining T/62-63/Ex Outlining T/173-176/Ex Movability			S/H-31/P S/H-32/P S/H-36/P	S/16-18/Ex, P S/33-35/Ex, P S/HB47/P S/HB54/P S/HB61/P S/HB62/P S/74/P No. 3 S/76/P No. 9 S/86-88/Ex, P S/117/P No. 3 S/133/P S/180/P
3. Nouns		T/114-120/Ex Slotting		S/50-51/P		S/26-27/Ex, P S/HB32/P S/HB33/P S/HB44/P

	DISCOVERY IN ENGLISH	INDIVID. LANGUAGE ARTS	NEW DIRECTIONS IN ENGLISH	PROGRESS IN ENGLISH	S.C.O.R.E.	SPECTRUM OF ENGLISH
3. Nouns (continued)						S/75/P No. 6 S/83-85/Ex, P S/116/P No. 2 S/120-123/Ex, P S/131/P S/158/P No. 1 S/181/P
4. Pronouns				S/52-53/P		S/19-21/Ex, P S/28-30/Ex, P S/HB44/P S/HB55/P S/75/P No. 4 S/76/P No. 7
5. Verbs		T/33-35/Ex Sentence Synthesis T/36-44/Ex Expansion by Paragraphing				S/22-25/Ex, P S/31-32/Ex, P S/HB37/P

	DISCOVERY IN ENGLISH	INDIVID. LANGUAGE ARTS	NEW DIRECTIONS IN ENGLISH	PROGRESS IN ENGLISH	S.C.O.R.E.	SPECTRUM OF ENGLISH
5. Verbs (continued)		T/52-61/Ex Outlining T/62-63/Ex Outlining T/121-142/Ex Slotting T/173-176/Ex Movability				S/HB41, 42/P S/HB45, 46/P S/48/P S/HB48/P S/HB49/P S/49/P S/HB50, 51/P S/75/P No. 5 S/76/P No. 8 S/80-82/Ex, P S/92, 93/P S/116/P No. 1 S/162-164/Ex, P

	DISCOVERY IN ENGLISH	INDIVID. LANGUAGE ARTS	NEW DIRECTIONS IN ENGLISH	PROGRESS IN ENGLISH	S.C.O.R.E.	SPECTRUM OF ENGLISH
5. Verbs (continued)						S/165-168/Ex, P S/169-170/Ex, P S/171-173/Ex, P S/174-176/Ex, P S/177-179/Ex, P S/208-209/Ex, P No. 1-5 S/239/P
6. Adverbs					S/H-37/P	S/36-38/Ex, P S/HB66/P S/76/P No. 10 S/266/P S/267/P
7. Conjunctions			S/191/P Combining Sentences Using Connectors			S/HB73/P S/215-217/Ex, P S/252/P No. 2
9. Prepositions						S/HB67/P

	DISCOVERY IN ENGLISH	INDIVID. LANGUAGE ARTS	NEW DIRECTIONS IN ENGLISH	PROGRESS IN ENGLISH	S.C.O.R.E.	SPECTRUM OF ENGLISH
PUNCTUATION						
1. Apostrophe		T/33-35/Ex Sentence Synthesis T/45-48/Ex The Framed Paragraph T/91-94/Ex Expansion by Modification T/95-100/Ex Expansion by Duplication T/107-142/Ex Slotting T/173-176/Ex Movability		S/254-255/P S/256-257/P		S/HB14/P S/HB34/P
2. Colon		T/33-35/Ex Sentence Synthesis T/45-48/Ex The Framed Paragraph T/91-94/Ex Expansion by Modification T/95-100/Ex Expansion by Duplication				

	DISCOVERY IN ENGLISH	INDIVID. LANGUAGE ARTS	NEW DIRECTIONS IN ENGLISH	PROGRESS IN ENGLISH	S.C.O.R.E.	SPECTRUM OF ENGLISH
2. Colon (continued)		T/107-155/Ex Slotting T/173-176/Ex Movability				
3. Comma		T/33-35/Ex Sentence Synthesis T/45-48/Ex The Framed Paragraph T/91-94/Ex Expansion by Modification T/95-100/Ex Expansion by Duplication T/107-142/Ex Slotting T/173-176/Ex Movability	S/184/P No. 1 S/191-194/Ex, P	S/220-221/Ex, P S/222-223/Ex, P		S/HB7-13/P S/132/P S/224, 225/P
5. Direct quotations		T/33-35/Ex Sentence Synthesis T/45-48/Ex The Framed Paragraph		S/188-189/Ex, P		S/HB15/P S/HB16/P S/HB17/P

	DISCOVERY IN ENGLISH	INDIVID. LANGUAGE ARTS	NEW DIRECTIONS IN ENGLISH	PROGRESS IN ENGLISH	S.C.O.R.E.	SPECTRUM OF ENGLISH
5. Direct quotations (continued)		T/91-94/Ex Expansion by Modification				S/145/P
		T/95-100/Ex Expansion by Duplication				
		T/107-142/Ex Slotting				
		T/173-176/Ex Movability				
6. Exclamation mark at end of exclamatory sentence and interjection		T/33-35/Ex Sentence Synthesis				S/HB6/P S/62/P
		T/45-48/Ex The Framed Paragraph				
		T/107-113/Ex Slotting				
		T/206-209/Ex The Imperative Sentence				
		T/210-215/Ex The Exclamatory Sentence				
7. Hyphen		T/33-35/Ex Sentence Synthesis				
		T/45-48/Ex The Framed Paragraph				

	DISCOVERY IN ENGLISH	INDIVID. LANGUAGE ARTS	NEW DIRECTIONS IN ENGLISH	PROGRESS IN ENGLISH	S.C.O.R.E.	SPECTRUM OF ENGLISH
7. Hyphen (continued)		T/91-94/Ex Expansion by Modification T/95-100/Ex Expansion by Duplication T/173-176/Ex Movability				
9. Period		T/33-35/Ex Sentence Synthesis T/45-48/Ex The Framed Paragraph T/107-113/Ex Slotting T/206-209/Ex The Imperative Sentence				S/HB1/P S/HB6/P S/62/P
10. Question mark at end of an interrogative sentence		T/33-35/Ex Sentence Synthesis T/45-48/Ex The Framed Paragraph T/107-113/Ex Slotting T/196-205/Ex The Interrogative Sentence				S/HB6/P S/62/P

	DISCOVERY IN ENGLISH	INDIVID. LANGUAGE ARTS	NEW DIRECTIONS IN ENGLISH	PROGRESS IN ENGLISH	S.C.O.R.E.	SPECTRUM OF ENGLISH
11. Quotation marks to enclose short stories, poems, songs, articles, chapters of books		T/33-35/Ex Sentence Synthesis T/45-48/Ex The Framed Paragraph T/91-94/Ex Expansion by Modification T/95-100/Ex Expansion by Duplication T/107-142/ Slotting T/173-176/Ex Movability				S/HB18/P A
14. Underline titles of books, magazines, plays, TV, newspapers, and movies						S/HB18/P B
SENTENCES: Kinds						
1. Simple sentences		T/33-35/Ex Sentence Synthesis T/107-113/Ex Slotting T/196-205/Ex The Interrogative Sentence				

	DISCOVERY IN ENGLISH	INDIVID. LANGUAGE ARTS	NEW DIRECTIONS IN ENGLISH	PROGRESS IN ENGLISH	S.C.O.R.E.	SPECTRUM OF ENGLISH
2. Compound sentences			S/187-180/Ex, P Combining Sentences S/189-190/P Sorting Combined Sentences		T/E-16/Ex, P T/E-17/Ex, P T/E-18/Ex, P T/E-19/Ex, P All T/E-27/Ex, P	S/HB24/P S/212-214/Ex, P S/215-217/Ex, P S/250/P No. 1 S/250/P No. 2
SENTENCES: Parts						
1. Subjects and predicates		T/33-35/Ex Sentence Synthesis T/95-100/Ex Expansion by Duplication T/107-142/Ex Slotting		S/20-21/Ex, P S/22-23/Ex, P S/24-25/Ex, P		S/13-15/Ex, P S/HB20/P S/HB21/P S/74/P No. 2
2. Modifiers, single words		T/33-35/Ex Sentence Synthesis T/36-44/Ex Expansion by Paragraphing T/52-61/Ex Outlining T/62-63/Ex Outlining T/173-176/Ex Movability				

	DISCOVERY IN ENGLISH	INDIVID. LANGUAGE ARTS	NEW DIRECTIONS IN ENGLISH	PROGRESS IN ENGLISH	S.C.O.R.E.	SPECTRUM OF ENGLISH
3. Complements (predicate noun, predicate adjective)		T/95-100/Ex Expansion by Duplication				
5. Prepositional phrases						S/HB67-72/P S/89-91/Ex, P S/117/P No. 4 S/124-126/Ex, P S/158-159/P No. 2
6. Independent clauses						S/218-220/Ex, P S/221-223/Ex, P S/251/P No. 3 S/251/P No. 4
7. Dependent clauses						S/218-220/Ex, P S/221-223/Ex, P S/251/P No. 3 S/215/P No. 4

	DISCOVERY IN ENGLISH	INDIVID. LANGUAGE ARTS	NEW DIRECTIONS IN ENGLISH	PROGRESS IN ENGLISH	S.C.O.R.E.	SPECTRUM OF ENGLISH
SPELLING						
1. American Heritage List of 500 Most Frequently Used Words		T/33-35/Ex Sentence Synthesis T/91-94/Ex Expansion by Modification T/95-100/Ex Expansion by Duplication T/107-142/Ex Slotting				
USAGE						
1. Appropriate usage		T/121-142/Ex Slotting T/185-189/Ex The Expletive Sentence	S/212-227/Ex, P, En	S/358-375/Ex, P	T/E-32/P T/E-33/P T/E-34/P T/E-35/P	S/HB38, 39/P S/HB40/P S/HB52, 53/P S/HB80-83/P

UNIT I: WRITE TO SHARE FEELINGS, IDEAS, ATTITUDES, AND INSIGHTS

Possible Grid Items

A. Expand thoughts beyond a simple statement of feelings, ideas, attitudes, and insights.

Activity:

Paragraphs

1. Have the children plan a room where they would sleep, play, read, and eat.

Description

2. Use sample questions, e.g., *Where would you sleep? What would the floor be like? Where would you play?*
3. Write a description of the dream room giving every detail.
4. Students could exchange papers and draw the dream room of their friend to see how well the student described their room.

Pre-writing Suggestions: Elaborate on No. 2 above. Expand the questions. Have the children write questions.

B. Risk sharing feelings, ideas, attitudes, and insights in speaking or writing until one feels comfortable doing so.

Activity: (Scenes from A Sleeping Bag)

Description

1. Pretend the students are in sleeping bags.
2. Write descriptions of one of three things
   a. What it is like to be in the sleeping bag.
   b. A dream they had while in the sleeping bag.
   c. What it is like to wake up in a sleeping bag.

Paragraphs
-indention
-margins
-definition
-topic sentence

Pre-writing Suggestions:

1. Discuss how to describe a feeling, etc.
2. Write an actual description.
3. Discuss use of similes, metaphors, idioms, etc., and why to use in descriptions.

UNIT II: WRITE TO RECALL DETAIL OF FACT OR EVENT

A. Recall specific details of a factual experience.

Activity:

1. Three students will enact a brief skit unexpectedly before the class. A sample skit follows:
   1st girl — wearing coat, carries umbrella, rushes into room, hides umbrella in wastebasket, and leaves.
   2nd girl — wears scarf over head, enters crying, "I must find my purse or mother will be angry!" She finds umbrella, says, "Oh, there it is." (Takes umbrella.)
   3rd girl — Enters, hands the girl something small and unseen, says, "You were foolish to give this to (first girl's name)." (Both leave.)
   Other players and action may be substituted.

2. The actors return to the classroom.

3. Ask questions about the event, e.g.,
   - What object was hidden in the wastebasket?
   - What did the second girl say when she came into the room?
   - What was the first girl wearing?
   - What color was the scarf the second girl was wearing?
   - What did the third girl give to the second girl?
   - What was the second girl searching for?

4. Students could compare answers to see who recalled the best.

5. Students could write a report for a newspaper telling what happened in the skit.

6. Students could write paragraphs describing the skit.

UNIT II: WRITE TO RECALL DETAIL OF FACT OR EVENT (continued)

Possible Grid Items

B. Write an accurate summary in your own words.

Activity:

1. Read an article from the classroom weekly newspaper.
2. Write a summary of that article.

Pre-writing Suggestions:

1. Read the article in small groups or as a class.
2. Before reading—write a sample summary as a class from another article in the newspaper.

Sentence

Paragraphs
- -indention
- -margins
- -topic sentences
- -logical organization

Cursive writing

C. Complete a form correctly.

Activity: Have students complete a sample job application form; for example, the one in the *Teacher's Pak for Handwriting* (Zaner-Bloser).

Pre-writing Suggestions:

1. List possible jobs for students.
2. List and discuss importance of written applications and what employers look for.

Abbreviations

Manuscript writing

Commas

Personal information forms

D. Write a list (words, phrases, sentences) in a column.

Activity:

1. Have the children write a list of things that happened to them from the time they arose from bed until they walked into the classroom.
2. Order would be sequential.

Pre-writing Suggestions:

1. Discuss sequence.
2. Go through the teacher's morning with the class.

List

Diary or journal

Description

UNIT III: WRITE TO GIVE FORM TO IMAGINATIVE CONTENT

Possible Grid Items

A. Write using poetic form.

Activity 1:

Limerick

1. Each child chooses a vegetable, gives it a silly feature (e.g., tap-dancing cucumbers, eye-fluttering potatoes, talking carrots) and composes a limerick.
2. Children draw a picture of their vegetable and write their limerick on it.
3. Display vegetables on a wall or bulletin board.

Pre-writing Suggestions:

1. Practice writing limericks.
2. List vegetables and characteristics that could be attached to the vegetables.

Activity 2:

Thesaurus

1. Have the students select a nursery rhyme.
2. Students should rewrite the rhyme–substituting a slang or "hip" word for every regular word possible, e.g., The cat and the chick split up the hill to grab a can of H_2O.

   Students could use a thesaurus and substitute long words.

Pre-writing Suggestions: Read nursery rhymes and practice word substitution.

Activity 3: (More than a one-day experience.)

Poetry:
Cinquain
Free verse
Concrete
Quatrain
Haiku
Limerick

1. As a class, pick a topic for the day, (e.g., tigers, colors) and write class poems. Children contribute one line to the poems. Write the examples on the board or overhead. Practice in this way until children understand the poetic form you are emphasizing.
2. Put the children in small groups to write poems. Pick a topic as in No. 1. You may do this step more than once, or once, depending on students.
3. Have children pretend they are a snowflake and can land anywhere. As a snowflake, they can make someone

UNIT III: WRITE TO GIVE FORM TO IMAGINATIVE CONTENT (continued)

Possible Grid Items

happy or freeze and hurt someone. Write individual poems.

4. For the concrete poems, you could have the students write in a snowflake form.

B. Write using story form (including character, setting, plot).

Activity 1:

Story

Notes

1. Have the students bring two or three objects from home. The objects should be the size that can be held in one or both hands.
2. Divide the children into groups. Put the items in a box for each group.
3. Students should pretend to be an archeologist who has just dug up these precious items from a past civilization.
4. Imagine questions, e.g., what the things are; where they're from; how they got there; what they were for; who used them; and why?
5. Write a list of their "findings" as they answer the questions.
6. Write, using story form, telling about the old civilization the student has discovered.

Pre-writing Suggestions:

1. Find out what an *archeologist* is. Look it up or have a scientist come and speak to the class.
2. Have a special place in the room where students can put their objects as they bring them.

Activity 2:

1. See enrichment activities in *Galaxies,* Houghton-Mifflin, Teacher's Guide, Unit 17.
2. Students write fables in conjunction with reading them.

UNIT III: WRITE TO GIVE FORM TO IMAGINATIVE CONTENT (continued)

C. Write using a dialogue form (in a scene, act, or skit).

Activity:

1. Have students do the following steps:
    a. Make up a *hero* or *heroine*—someone who saves lives, or scores the winning touchdown or shoots the winning basket.
    b. Give your hero or heroine a *problem* to solve—how to win a race or become class president.
    c. Make up a *villain*—someone who wants the hero or heroine to fail.
    d. Make up a *helper for the hero or heroine* and a *helper for the villain.*
    e. Decide *where* your characters are—at a playground, at a swimming pool, or on a rooftop.
2. Divide the class into four groups. Each person in the group writes a scene for a play. Group I is to write Scene I, Group II writes Scene II, etc.
    —Scene I is the introduction.
    —Scene II develops the problem.
    —Scene III brings the problem to a climax.
    —Scene IV is the solution and ending.
3. Select the best scene from each group and put together in a play.

Pre-writing Suggestions:

1. Read plays and note the special *form* of the writing.
2. Write a scene as a class telling something that happened on the playground.

UNIT III: WRITE TO GIVE FORM TO IMAGINATIVE CONTENT (continued)

Possible Grid Items

Activity 3:

1. Students choose a moral or proverb and write it at the bottom of their paper.
2. Using animal characters, think up and write a fable that teaches the moral or proverb.
3. Students could cover their morals, exchange papers and have their friends try to guess the moral of the fable.

Pre-writing Suggestions:

1. Brainstorm morals and adages that students have heard, e.g., Crime does not pay; A friend in need is a friend indeed.
2. Read some of *Aesop's Fables.*

Activity 4:

Paragraphs
Handwriting
Story
Usage

1. Have students select an animal and a characteristic of that animal.
2. "How the ________ Got His ________ " is the title.
3. Write a short story telling how the characteristic came to be.

Pre-writing Activities: Read stories from Kipling's books on *How the Camel Got His Humps,* etc.

Activity 5:

Story

1. Students meet together as groups and make up an exciting story problem and character.
2. Working alone, each student writes the solution to the problem.
3. Each student should then write the story, telling the problem and the solution.

Pre-writing Suggestions:

1. Brainstorm possible characters and problems with the class.
2. Discuss ways characters can solve problems.

UNIT IV: WRITE TO CONVINCE OTHERS

Possible Grid Items

A. Write to express a point of view.

Activity: Students –

1. Select a career they are interested in.
2. Locate a person who has that career.
3. Write a list of questions.
4. Call or visit or write this person and ask the questions.
5. Write, in report form, the information received from the interviewee.
6. Compile reports in a booklet or publish them in a newspaper or make a bulletin board.

Pre-writing Suggestions:

1. List careers students are interested in.
2. Discuss questions students could ask in an interview and what information students would want.

Interview

List

Report

B. Choose words that persuade.

Activity: Children write to the editor of the school paper or local paper, or to a magazine. The letters may protest or praise, describe causes or propose remedies. Possible topics: school issues—better lunch menus, longer recesses, more student decision-making; community issues—downtown parking, bike trails, larger library; national issues—ecology, job opportunities, crime control.

Pre-writing Suggestions:

1. Make lists of words that could persuade.
2. Let children brainstorm topic they could be interested in and have a definite opinion about.
3. Actually mail letters.

Business letter

Envelope

UNIT IV: WRITE TO CONVINCE OTHERS (continued)

Possible Grid Items

C. Write an effective advertisement.

Activity:

1. Students select a product (either real or make-believe) that they want to sell.
2. Write an advertisement selling the product using descriptive and persuasive words.
3. Act out "commercials"—put on video tape to show the class.
4. Students could make a poster to "sell" their product.

Pre-writing Suggestions:

1. List products students might want to buy.
2. Discuss what techniques advertisers use to sell products.
   (See *Galaxies*, Houghton-Mifflin, Skill Lesson 10.)

Advertising copy

Usage

D. Write a business letter in correct form.

Activity:

1. Tell students to watch for something on a cereal box or magazine ad that they want to send for.
2. Keep stamps and envelopes in your drawer.
3. Students must show you a perfect copy of a business letter in order to receive a stamp and an envelope.

Pre-writing Suggestions:

1. Teach the business letter form to students.
2. Practice writing imaginary business letters.

Correspondence

Business letter

Envelope

Paragraph

CHOSEN UNIT: WRITE TO INVENT IMAGES

Possible Grid Items

A. Write using varied, abundant language.

Activity 1: Descriptive language.

1. Each student is asked to send a 20-word descriptive telegram to a friend, pretending that each word costs a nickel.
2. Students should invite the friend to spend the night in a museum, giving all the information as what to bring, where to go, etc.
3. Words should be concrete, concise and to the point.
4. You may have to brainstorm synonyms!

Activity 2:

Paragraph

List

Description

1. Picturesque word charts:

Images	Synonyms for over-used words	Similes and Metaphors
flowers Irises	bloom blossom	-as fluffy as- The color of Iris is like ______

In the "Images" column write a word to *describe*. Write synonyms for over-used adjectives in the second column, then make similes and metaphors.

2. Write a paragraph describing the images. Use the words from columns 2 and 3 in the paragraph.

CHOSEN UNIT: WRITE TO INVENT IMAGES (continued)

Possible Grid Items

Activity 3: Sensory.

1. Provide an interesting smell in the room; e.g., pine bough, incense burning, crushed orange or lemon peel, oil of cloves, peppermint, etc.
2. Have students think and list places and/or activities brought to mind by the smell in the room.
3. Using their lists, students should tell about the smell or something that the smell brought to mind.
4. This activity could be repeated with a different odor and using different figurative language techniques (simile, metaphor, hyperbole).

List
Paragraphs
Description
Writing

B. Write using dialogue within a form appropriate to the task.

Activity 1: After completing a core book using dialect, e.g., *Phillip Hall Likes Me, I Reckon,* the teacher asks students to write a different ending to the story. In their writing students include dialogue showing the dialect that would *sound* like the core book.

Pre-writing Activities: Work an example through as a class.

Discuss dialect, how written and how pronounced.

Paragraph
Quotation Marks
Dialogue
Commas
Capitalization

Activity 2:

1. Either on the board or ditto give the students the following problem: "Two friends, warned by their parents not to get into trouble, find themselves in real danger after overhearing two men planning to rob a local jewelry store."
2. Have students write the solution to the friends' problem, using dialogue in the solution.

Pre-writing Activities: Practice writing dialogue as a class with proper use of quotation marks.

Dialogue
Quotation marks

Activity 3:

1. Choose two objects in the classroom. The entire class could use the same objects or each person could chose two of his or her own.
2. Imagine that the two objects are alive and talking to each other.

Quotation marks

CHOSEN UNIT: WRITE TO INVENT IMAGES (continued)

Possible Grid Items

3. Write a narrative poem about the two objects including dialogue.

   Pre-writing suggestions:

   1. Discuss, and practice using, quotation marks in dialogue.
   2. Brainstorm topics that objects could talk about.

B. Write using dialogue within a form appropriate to the task.

and

C. Write using appropriate development.

Activity 1:

1. Brainstorm some provocative first sentences for a mystery story.
2. Brainstorm possible characters for a mystery story.
3. Let students choose the characters and first sentence they wish to use.
4. Develop a mystery story from the first line. Include dialogue between the characters.

   Pre-writing Suggestion: Make a list of words that would be good in a mystery story.

Activity 2:

Paragraphs

Capitalization

Punctuation

1. Make arrangements for the students to visit with a senior citizen. Ask if the students may write his/her life story.
2. Interview the senior citizen.
3. Have the students write the biography of the senior citizen using the four steps in the chosen objective.
4. The students could go back and check with the senior citizen and then present him/her with a copy.

CHOSEN UNIT: WRITE TO INVENT IMAGES (Continued)

Activity 3:

1. Prepare task cards on which unfinished stories are printed. The first paragraph sets the stage and suggests what might happen, but students will produce different middles and endings.

   After the first paragraph of the story, have students follow these directions:

   Write a story that begins with this paragraph. Answer these questions in your story: What happened to Joy? How did she feel the next day?

   (Illustrate cards, make more questions, etc.)

2. Let the students draw a task card *they* like and write the story.

3. Students could share their endings orally.

Possible Grid Items

Story

Paragraphs

Punctuation

Usage

Agreement

HELPING STUDENTS TAKE STANDARDIZED TESTS

The standardized achievement tests that intermediate students take which relate most directly to composition and language study are:

The California Achievement Test:
  Grade 5—15C: Spelling, Language Mechanics, Language Expression (March and April)

  Grade 4—14C: Spelling, Language Mechanics, Language Expression (March and April)

  Grade 6—16C: Spelling, Language Expression (March and April)

Teachers are urged to use the practice worksheets on the pages following to prepare students to take the standardized tests without distracting anxiety about question formats, vocabulary, or concepts. Freedom from anxiety will enable students to demonstrate their composition and language knowledge and skill more accurately than otherwise. Teachers are advised to be familiar with test terminology before using it with children.

TEACHER RESOURCE

Formats, Concepts, Vocabulary found in Standardized Tests

I. Otis-Lennon Mental Ability Test (7th grade)

1. Drill on classifying.

   e.g. Which thing best belongs with: book, pamphlet, newspaper

   a. film b. picture c. statue d. magazine a b c d

2. Drill on antonyms and synonyms

   e.g. The opposite of anxious is

   a. angry b. confident c. sick d. healthy a b c d

   e.g. A person who is persuasive is

   a. convincing b. evil c. gentle d. determined a b c d

3. Work on definitions (classifying word in its broadest class and then qualifying).

   e.g. Which of the following best tells what a car is?

   a. It is metal and shiny c. It is a vehicle
   b. It takes people to work d. It goes faster than horses. a b c d

4. Give experience with questions that have a best answer, not an absolute answer.

5. Give experience with analogies ("as to") questions.

   e.g. Student is to teacher as teacher is to

   a. child b. principal c. policeman d. mother a b c d

6. Give experience with tests using a separate IBM-type answer sheet on which appropriate slots need to be shaded in.

II. Stanford Achievement Test (advanced) 7th and 9th

(Vocabulary)

1. Give experience with slotted sentence definitions.

   e.g. To be dejected is to be

   a. joyful b. depressed c. expendable d. disgusted a b c d

2. Work on meanings of prefixes and roots.

(Reading Comprehension)

1. Practice "entitling"

   e.g. Give importance to students titling their work.

Discuss "the best" title with students as practice in abstraction. "What is this mainly about?"

(Spelling)

1. Give lots of practice in spelling homonyms.

2. Give practice in noticing misspellings amid proper spellings. This may be a different skill from writing out a word.

   e.g. Which of the following is misspelled?

   1. succeed 2. miner 3. definite 4. surprise 1 2 3 4

(Language)

1. Give practice filling in blanks, choosing among various forms in English usage and punctuation.

   e.g. Jake had ________not sent, an angry note.

   1. wrote, but 3. written but
   2. wrote but 4. written, but 1 2 3 4

2. Practice sorting out sentence fragments and run-ons, using symbols 1 N 2, respectively.

   e.g. Whenever they went

   1. 1 2. N 3. 2 1 2 3

(Dictionary)

1. These terms are used in questioning students: dictionary entry, schwa, guide-word, morpheme, modal, diphthong, prefix, suffix. Familiarize students with these. A model could be defined for students as an auxiliary.

III. California Achievement Tests (9th Grade)

(Spelling)

1. Give practice in noticing misspellings amid proper spellings.

   e.g. Mark the letter under the word that is misspelled.

   We picniced at the fairgrounds last Wednesday. None

   a b c d

2. Drill spelling rules and patterns.

(Language Mechanics)

1. Drill on capitalization usage.

   e.g. Mark the letter under the part of the sentence that needs a capital letter.

   North Platte / is a city / in western / Nebraska. None

   a b c d e

2. Drill on punctuation usage.

   e.g. Mark the letter under the punctuation mark that has been left out of the sentence.

   "This house, John said, "belongs to my uncle".

   " , . ! None

   a b c d e

(Language Expression)

1. Give practice identifying the subject and the verb of a sentence.

   e.g. Mark the letter under the subject of the sentence.

   Joe bought a bicycle in Omaha last Saturday. None

   a b c d e

2. Identify correct usage and sentence structure.

   e.g. Mark the letter beside the word or words that best complete the sentence.

   Mr. Edwards is looking for teenagers ________ he can hire.

   a. who
   b. whom
   c. which

   e.g. Identify the sentence that is most clearly written.

   a. David washed and brushed the dirty, tired dog.
   b. Dirty and tired, David washed and brushed the dog.
   c. David, dirty and tired, washed and brushed the dog.

PRACTICE WORKSHEET I
CALIFORNIA ACHIEVEMENT TEST: SPELLING
Grades 4, 5, and 6

Name ____

Steps to follow

I. Read each sentence. Look at the underlined words in each sentence. One of the underlined words *may* be misspelled.
II. Find the word that is *not* spelled correctly and mark the letter that goes with that word.
III. If none of the words is spelled wrong, mark the letter that goes with the word *"None"*.

Sample

A. My sister is ninteen years old. None
a b c
a b c

B. The whitch flew off on her broom. None
f y h
f g h

1. A racoon washes its food before eating. None a b c
a b c

2. The pasengers on the train were late. None f g h
f g h

3. One of his hobbys is raising monkeys. None a b c
a b c

4. My neihbor and I will have a picnic on Wednesday. None f g h
f g h

5. Let's have tomatos for lunch. None a b c
a b c

6. This is an excellent composition. None f g h
f g h

7. You must rake the leafs from the lawn. None a b c
a b c

8. Add an egg yoke to the recipe. None f g h
f g h

9. The acter and actress performed at the theater. None a b c
a b c

10. Huge spiders crawled out of the whole. f g h
f g h

PRACTICE WORKSHEET II
CALIFORNIA ACHIEVEMENT TEST: LANGUAGE MECHANICS
Grades 4, 5, and 6

Part A: Capitalization

Steps to Follow

I. Read each sentence. Decide if any of the parts of the sentence is missing a capital letter.
II. If a capital letter is missing, mark the space at the right or on your answer sheet that has the same letter as the part of the sentence you've chosen.
III. If no capital letter is missing, fill in the space that goes with the word "None".

Samples

A. "The piano" / is a poem / about two / people. None a b c d e
a b c d e

B. Ann and I / went to the restaurant / for a Chinese / banquet. None f g h j k
f g h j k

1. Jane said, / "hello", when / she met / my uncle. None a b c d e
a b c d e

2. The class / went to / the movie / Romeo and juliet. None f g h j k
f g h j k

3. Robinson went / water skiing / at lake Erie / with his father. None a b c d e
a b c d e

4. When will / we go to / the store / for ice cream? None f g h j k
f g h j k

5. The buzz / of the alarm / clock woke / lucinda. None a b c d e
a b c d e

6. After dr. / Nguyen took / my temperature, / she weighed me. None f g h j k
f g h j k

7. My brother / will start / kindergarten / next August. None a b c d e
a b c d e

8. Jeremy said, / "We are going / to the zoo / in Kansas City. None f g h j k
f g h j k

9. My parents and / i spent the / holiday camping / in the mountains. None a b c d e
a b c d e

10. Our teacher / and her husband / went to Mexico / during vacation. None f g h j k
f g h j k

8. "We are leaving tonight." said Joan

.	,	"	?	None	f g h j k
f	g	h	j	k	

9. Yes we'll meet you at the airport tonight.

.	,	"	?	None	a b c d e
a	b	c	d	e	

10. The students at Jefferson School are filming a news program.

.	,	"	?	None	f g h j k
f	g	h	j	k	

PRACTICE WORHSEET III
CALIFORNIA ACHIEVEMENT TEST: LANGUAGE MECHANICS
Grades 4, 5, and 6

Part B: Punctuation

Steps to Follow

I. Read each sentence. Decide if any punctuation marks are missing in the sentence.
II. If a punctuation mark has been left out, look at the punctuation marks below the sentence.
III. If one of those marks is needed, mark the space that goes with the letter under that punctuation mark.
IV. If no mark is needed, fill in the space that goes with the word "None".

Sample

A. "Your party" Susan announced, "was a success".

.	,	;	?	None	a b c d e
a	b	c	d	e	

B. "Stop! called Carmen as the car turned the corner.

.	,	"	?	None	f g h j k
f	g	h	j	k	

1. The captain said, All men on ship!"

.	,	"	!	None	a b c d e
a	b	c	d	e	

2. Ed will you bring me the newspaper?

.	,	"	?	None	f g h j k
f	g	h	j	k	

3. Jose wondered, "What will I say to her"

.	,	!	?	None	a b c d e
a	b	c	d	e	

4. Arbor Lodge is in Nebraska City Nebraska.

.	,	"	?	None	f g h j k
f	g	h	j	k	

5. That concert was on April 10. 1981.

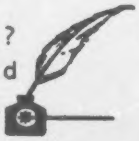
.	,	"	!	None	a b c d e
a	b	c	d	e	

6. My hamster eats crackers, celery and sunflower seeds.

.	,	"	?	None	f g h j k
f	g	h	j	k	

7. Who coughed

.	,	"	?	None	a b c d e
a	b	c	d	e	



PRACTICE WORKSHEET IV
CALIFORNIA ACHIEVEMENT TEST: LANGUAGE EXPRESSION
Grades 4, 5, and 6

Part A: Usage and Sentence Structure

Steps to Follow

I. Read each sentence.
II. Look at the different ways in which you can fill in the blank.
III. Choose the best form to write in a school program.
IV. Look at the answer spaces at the right or on your answer sheet.
V. Fill in the space which has the same letter as the answer you have chosen.

Sample

One of the boys left ____ jacket.
a. his b. their

1. Steak and potatoes ____ well at restaurants.
a. sell b. sells a b

2. We felt ____ about losing the football game.
f. bad g. badly f g

3. The red sweater is ____ than the pink one.
a. pretty b. prettier a b c
c. prettiest

4. The principal ____ to us as soon as he can.
f. spoke h. will speak f g h j
g. speaks j. was speaking

5. My sister and ____ will visit our grandparents.
a. I b. me a b

6. That is the ____ house in town.
f. expensive g. more expensive f g h
h. most expensive

7. Mario and ____ watched the game.
a. I b. me a b c
c. myself

8. There ____ four hundred students in our school.
f. is g. are f g

9. We were proud of ____.
a. us b. ourselves a b

10. Abdul answered, "I ____ the telephone right now."
f. answer g. am answering f g h j
h. answered j. was answering

PRACTICE WORKSHEET V
CALIFORNIA ACHIEVEMENT TEST: LANGUAGE EXPRESSION
Grades 4, 5, & 6

Part B: Usage and Sentence Structure

Steps to Follow

I. Read each sentence.
II. Decide which underlined word is the subject of the sentence.
III. Look at the answer spaces at the right or on your answer sheet (if you have one).
IV. Fill in the space which has the same letter as the word you have chosen.

Sample A

A student from England will visit our class.
a b c d — a b c d

1. Last night a policeman came to our house to bring us our lost dog.
a b c d — a b c d

2. In winter snow covers the entire ground.
f g h j — f g h j

3. Because of the falling snow, many roads were blocked.
a b c d — a b c d

V. Now decide which underlined word is the verb of the sentence.
VI. Fill in the space at the right or on your answer sheet which has the same letter as the verb of the sentence.

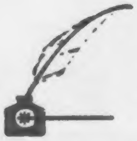
Sample B

There are twelve skaters in the ice show.
a b c d — a b c d

4. During the long journey, two cars broke down.
f g h j — f g h j

5. Tom is arranging a short visit with his grandparents.
a b c d — a b c d

6. Your brother will meet you after school at the bus.
f g h j — f g h j



PRACTICE WORSHEET VI
CALIFORNIA ACHIEVEMENT TEST: LANGUAGE EXPRESSION
Grades 4, 5, and 6

Part C: Usage and Sentence Structure

Steps to Follow

I. Read each group of words.
II. Read the three phrases beneath the group of words and decide which is the best description.
III. Look at the answer spaces at the right or on your answer sheet (if you have one).
IV. Fill in the space which has the same letter as the phrase you have chosen.

Sample

The people at the football game.
a. run-on sentence
b. complete sentence
c. not a complete sentence — a b c

1. Running through a field with the wind in your hair.
   a. run-on sentence
   b. complete sentence
   c. not a complete sentence — a b c

2. The cookies were burned they were a total loss.
   f. run-on sentence
   g. complete sentence
   h. not a complete sentence — f g h

3. We were late for the party, but we were not the only ones.
   a. run-on sentence
   b. complete sentence
   c. not a complete sentence — a b c

4. A movie that I had seen on television.
   f. run-on sentence
   g. complete sentence
   h. not a complete sentence — f g h

5. We were driving down the street and a car drove in front of us and we swerved into a ditch.
   a. run-on sentence
   b. complete sentence
   c. not a complete sentence — a b c

PRACTICE WORKSHEET VII
CALIFORNIA ACHIEVEMENT TEST: LANGUAGE EXPRESSION
Grades 4, 5, and 6

Part D1: Paragraph Organization

Steps to Follow

I. Read the four sentences.
II. Decide the best sentence order for the paragraph.
III. Look at the answer spaces at the right or on your answer sheet (if you have one).
IV. Fill in the space which has the same letter as the order you have chosen.

Sample

1—Kim took a slice of bread.
2—She put jelly on top of the peanut butter.
3—She put peanut butter on the bread.
4—Then she folded the bread in half and ate her sandwich.

a. 4—3—2—1 c. 1—3—2—4
b. 1—2—3—4 d. 4—1—3—2 a b c d

1. 1—At dusk we said, "Hello", to our grandparents.
2—We left home early in the morning.
3—We packed our suitcases for the trip.
4—We drove for several hours.

a. 4—3—2—1 c. 3—4—2—1
b. 2—3—1—4 d. 3—2—4—1 a b c d

2. 1—Some cartoon characters are easy to love.
2—Their images are on backpacks, pajamas, posters, and hundreds of toys.
3—Two examples are the cartoon characters of Snoopy and Charlie Brown.
4— The two are loved all over the world.

f. 4—3—2—1 h. 1—3—2—4
g. 1—2—3—4 j. 3—2—1—4 f g h j

3. 1—He fills it with hot air so it will rise.
2—To rise higher, he heats the air more.
3—My uncle flies a hot air balloon.
4—Then when he is ready to come down, he cools the air and lets some of it out slowly.

a. 1—2—3—4 c. 4—2—1—3
b. 3—1—2—4 d. 3—4—1—2

Grade 6 Only

Part D2: Paragraph Organization

Steps to Follow

I. Read the topic sentence.
II. Read the four pairs of sentences that follow it and choose the one pair that develops the topic sentence best.
III. Look at the answer spaces at the right or on your answer sheet (if you have one).
IV. Fill in the space which has the same letter as the pair you have chosen.

Sample.

The saying "You are what you eat", is proving to be very true.

a. Doctors are studying the link between nutrition and mental and physcial health. Sugar, white flour, and artificial ingredients in foods can cause behavior that children cannot control.
b. Pop and hamburgers are the number one fast foods in America. Pizza has become number two.
c. The average American goes on a diet once a year. Why do people have such a difficult time controlling their eating habits?
d. Exercise can help people control their weight. Jogging is an example of an exercise that helps keep people in good physical and mental shape.

a b c d

1. Recycling can be an important means of conserving natural resources.

f. The world is running low on many of the resources we need. The government should give more money to the search for new sources of energy.
g. Recycling paper can keep us from destroying forests more quickly than we can grow new ones. Aluminum cans can be picked up off roadsides and put to good use.
h. Recycling is time-consuming, though. Flattening alumnium cans and driving papers to a recycling center takes effort and time.
j. Have you done your part to keep American beautiful? Recycle cans and papers instead of littering them.

f g h j

2. Summer vacation was almost over and there were still many projects to finish.

a. People who put things off till tomorrow often are in this situation. They should learn from their previous mistakes.
b. School would start next week. There would be many new people to meet.
c. The new dress that I'd begun sewing still had no buttons. The cedar chest my brother was building was only half done.
d. The garden was almost bare. The swimming pool would close next week.

a b c d

3. First it was rock and roll, then disco became popular.

f. Punk rock was a phase, and then New Wave. Musical fads change as quickly as fads in fashion.
g. Many people have difficulty adjusting to changes in music. Each generation seems to most like the music they grew up with.
h. The Beatles were one important musical group. They probably started the trend to longer hair for men and boys.
j. Disco dancing was very popular. What direction will young people take next?

f g h j

JUNIOR HIGH WRITTEN COMPOSITION

Grades 7 - 9

JUNIOR HIGH WRITTEN COMPOSITION

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  - Chosen ..... J-144 to J-146
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Helping Students Take Standardized Tests ..... J-197 to J-209

Primary, Intermediate, and Senior High curriculum guide sections are also available from Lincoln Public Schools Distribution Center.

UNITS
EXPECTED OF EVERYONE

Grade 7	J-11 to J-16
Grade 8	J-75 to J-79
Grade 9	J-13 to J-143

All students have opportunity for instruction in learnings that are considered to be:

ESSENTIAL	for *continued learning,* or for *application in life*
DESIRABLE	for *"literacy"* or for *exploration*

These learnings are included in units which resemble this page.

Junior High Units
(Scope)

These units are the organizers of instruction. Items from the "Experiences" and "Writing Mechanics" grids are correlated with them as considered appropriate by the teacher.

	INFORMATIVE	Pg	ELICITIVE	Pg	EXPRESSIVE	Pg
Grade 7	Write to Record Accurate Information for Own Use Write to Organize and Convey Factual Knowledge *Write to Make Critical Statements**	J-11 J-15 J-17	Write to Give Directions	J-12	Write to Give Form to Experience *Write to Create an Effect** *Write to Invent Images**	J-13 J-18 J-19
Grade 8	Write to Recall Detail of Fact or Event *Write to Make Critical Statements**	J-76 J-80	Write to Give Directions Write to Convince Others	J-75 J-77	Write to Give Form to Imaginative Content *Write to Create an Effect** *Write to Invent Images**	J-78 J-81 J-82
Grade 9	Write to Recall Detail of Fact or Event *Write to Make Critical Statements**	J-140 J-144	Write to Convince Others	J-143	Write to Give Form to Experience Write to Give Form to Imaginative Content *Write to Create an Effect** *Write to Invent Images**	J-138 J-141 J-145 J-146

**"Chosen" unit*

Junior High Units
(by year)

Unit order within a year may be altered as necessary to correlate with other instruction.

Page

GRADE 7

I. Write to Record Accurate Information for Own Use (Informative) J-11
II. Write to Give Directions (Elicitive) J-12
III. Write to Give Form to Experience (Expressive) J-13
IV. Write to Organize and Convey Factual Knowledge (Informative) J-15
Chosen:
I. Write to Make Critical Statements (Informative) J-17
II. Write to Create an Effect (Expressive) J-18
III. Write to Invent Images (Expressive) J-19

GRADE 8

I. Write to Give Directions (Elecitive) J-75
II. Write to Recall Detail of Fact or Event (Informative) J-76
III. Write to Convince Others (Elicitive) J-77
IV. Write to Give Form to Imaginative Content (Expressive) J-78
Chosen:
I. Write to Make Critical Statements (Informative) J-80
II. Write to Create an Effect (Expressive) J-81
III. Write to Invent Images (Expressive) J-82

GRADE 9

I. Write to Give Form to Experience (Expressive) J-138
II. Write to Recall Detail of Fact or Event (Informative) J-140
III. Write to Give Form to Imaginative Content (Expressive) J-141
IV. Write to Convince Others (Elicitive) J-143
Chosen:
I. Write to Make Critical Statements (Informative) J-144
II. Write to Create an Effect (Expressive) J-145
III. Write to Invent Images (Expressive) J-146

UNITS CHOSEN BY INDIVIDUALS

Grade 7	J-17 to J-19	— for continuing exploration
Grade 8	J-80 to J-82	
Grade 9	J-144 to J-146	— to fulfill individual goals

In addition to opportunity for instruction in the "expected" part of the curriculum, all students have additional opportunity for instruction based on individual interests, motivations, and abilities. This may be found in the "chosen" units, which resemble this page.

The classroom teacher adjusts content, teaching method, and standards of expectation to the ability of the individual student. The district provides support through inservice topics such as learning disabilities, giftedness, and teaching techniques.

There is no one right way to provide "chosen" instruction for students: it must be determined in the interaction of one student with one teacher.

Continuing exploration, for example, may mean in-depth study of an "expected" learning, or it may mean acceleration to more challenging study. If it is the former, objectives and activities may be found in the "expected" part of the curriculum. If it is the latter, the "chosen" units that follow provide guidance. For many students, it will be a blend of [illegible] two.

Individual goals are as varied as are students, and may include either preparation for a career or desire to improve in one kind of writing. The curriculum provides resources for both, but not in "package" form, such as a *journalism* "package." Creation of such groupings is left to student-teacher-parent participation of the Individualized Educational Plan, and may come from either or both the "expected" or "chosen" parts of the curriculum.

INSTRUCTIONAL MATERIALS CODINGS

Grade 7 .... J-21 to J-67
Grade 8 .... J-83 to J-127
Grade 9 .... J-147 to J-188

A variety of commercial materials support TARGET: WRITING, the organizer for composition instruction in the Lincoln Public Schools. It may also be supported by the teacher's use of the student's own writing as a "textbook."

Access to instructional materials in wide use in the district is provided by the following pages. Where no textbook support exists for an objective, an effort has been made to provide a suggested activity (see Suggested Composition Activities) for it.

1. *English Grammar & Composition* (Course 1, 2, 3); Warriner & Laws; Harcourt Brace Jovanovich, Inc.: New York, 1973.
2. *Guide to Modern English* (Levels 7 & 8); Blough, Mackimmon, Robinson, & Wilson; Scott, Foresman and Co.: Glenview, Illinois, 1975.
3. *I.L.A. Handbook*; 2nd Edition; Weehawken School District: Weehawken, N.J.
4. *Modern English in Action* (Levels 7, 8, 9); Christ and Carlin; D. C. Heath and Co.: Lexington, Mass., 1978.
5. *Patterns of Communicating* (Levels 7, 8, 9); Glatthorn & Christensen; D. C. Heath and Co.: Lexington, Mass., 1975.
6. *S.C.O.R.E. Cards*, Lincoln Public Schools, 1973.
7. *Scholastic Real World English: Writing* (Books 1, 2, & 3); Markham, Lois, ed.; Scholastic Book Services: New York, 1978.

Additional Resource Suggestions (not coded):

1. *Composing with Words*; Swinebume, Laurence and St. Agnes, Ann; Cambridge Book Co.: New York, 1974.
2. *The Creative Word*; Summerfield, Geoffrey, and Judy, Stephen; Random House, Inc.: New York, 1973.
3. *Illinois English Bulletin: A Thousand Topics for Composition* (Revised); Illinois Association of Teachers of English; Jan., 1971.
4. *Teacher Tested Composition Ideas, 7-12*; Lincoln Public Schools, Lincoln, Nebraska, 1976.
5. *Write Now*; Dodd, Anne; Learning Trends—a Division of Globe Book Co.: New York, 1973.
6. *Writing Exercises from Exercise Exchange*; Long, Littleton, ed.; National Council of Teachers of English: Urbana, Illinois, 1976.

CODING KEY

1. Complete titles of materials appear at the top of the coding pages.

2. Elements of each coding are:

   a. *Intended Audience*
   Student or Teacher
   (S) (T)

   b. *Page Number(s)*

   c. *Nature of Material*
   Either:
   Example or Model
   (Ex)

   or

   Practice
   (P)

   or

   Enrichment
   (E)

   d. *Activity Designation* (if any)

3. Example:

for REAL WORLD ENGLISH
S/24-28/Ex,P
Through Writing

read: in REAL WORLD ENGLISH for the designated year, in the student edition, on pages 24 throu 28, there are examples and practice activit entitled "Through Writing."

for INDIVIDUALIZED LANGUAGE ARTS
T/45-48/Ex
Framed Paragraph

read: in the INDIVIDUALIZED LANGUAGE ARTS teacher resource, there are examples of the framed paragraph technique on pages 45-48.

✏ "Expected" for all students

⊛ Experiences Grid

✒ "Chosen" by individuals

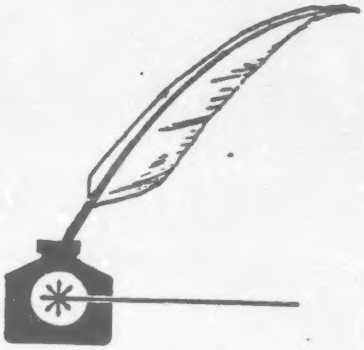
❗ Mechanics Grid

SUGGESTED COMPOSITION ACTIVITIES

Grade 7 . . . . J-69 to J-74
Grade 8 . . . . J-131 to J-134
Grade 9 . . . . J-189 to J-195

Composition activities following the codings for each year are provided to assist in the integration of TARGET: WRITING units with other areas of English language arts (literature, for example) and with other subject matters (social sciences, for example). For some activities, possible forms of writing or writing mechanics (grid items) are suggested.

One writing activity frequently provides instruction in *several* curriculum objectives. *All* activities should include pre-writing motivation, designated audience and purpose for the writing, student knowledge of evaluation items, and other characteristics of good composition instruction as listed on pages 14 and 15 of the curriculum guide.



WORK/STUDY OBJECTIVES

Skills and Attitudes Shared with Other Subjects

	7	8	9
A. Follow both oral and written directions explicitly.	X	X	X
1. Careful observation 2. Careful listening 3. Understanding of terminology 4. Completion of the task within the time limit			
B. Work independently.	X	X	X
1. Questions pertinent to the task 2. Completion of the writing component of the task without assistance from teacher or peers 3. Use of reference materials			
C. Write a rough draft (first copy of an assignment).	X	X	X
1. Writing that will require correction 2. Emphasis on ideas and/or information rather than mechanics			
D. Proofread and edit a rough draft and rewrite according to evaluation specifics provided.	X	X	X
1. Proofreading (reading for errors) 2. Editing (correcting errors and refine work) 3. Rewriting (copying accurately)			
E. Practice accepting all components of a task (e.g., pre-writing activity, main activity, and follow-up) as being equally important until becoming actively involved with each.*	X	X	X
F. Bring necessary materials to class.	X	X	X
1. Pen or pencil as requested 2. Paper 3. Other necessary resources (e.g., notes)			

*Attitude objective

GRADE 7 091.11 Informative

UNIT I WRITE TO RECORD ACCURATE INFORMATION FOR OWN USE

A. Write information usable (readable, understandable) for self.

B. Listen and write simultaneously when taking notes from an oral source.

C. Record accurate, relevant information from various sources (e.g., references, speakers, own experiences).
  1. Quoted precisely
  2. Meaning paraphrased correctly
  3. Personal information accurately related
  4. Information condensed when necessitated by the task

D. Make recorded information complete (e.g., add notes during question time).
  1. Information adequate for the task
  2. Details for clarification (e.g., number, qualities)

E. Select information appropriate to the task (e.g., relevant references, preferences, details).

F. Write concise (brief) information (e.g., in list, in notes, in "fill-in-the-blank" form).

G. Record main ideas (major items of emphasis).

H. Record supporting ideas (information that enhances the main idea(s).

I. Explain the difference between fact and opinion.**
  1. Fact - a piece of information
    a. Generally held to be true; or
    b. True from one's own experience
  2. Opinion - a belief or conclusion held with confidence, but not substantiated by positive knowledge or proof

J. Strive to be attentive to the information, as provided by the source (e.g., lecturer, author), to serve the purpose of the assignment.*

K. Practice inquiry to gain new awarenesses.*

*Attitude objective
**Concept objective

GRADE 7 092.11 Elicitive

UNIT II WRITE TO GIVE DIRECTIONS

A. **Write clear directions.**
   1. **Complete information**
   2. **Accurate information**
   3. **Sequential arrangement**

B. Select information appropriate to the task (e.g., relevant references, preferences, details).

C. Write an organized list.
   1. Using sequential order when necessitated by the task
   2. Using numerical order when necessitated by the task
   3. Using words, phrases, or sentences

D. Use the most simple language available to you and to the audience
   1. Concise
   2. Denotative meanings emphasized
   3. Message written clearly for the specified audience

E. Practice giving directions until the language directs the audience efficiently.*

F. Explain the necessity of using logical, exact progressive order in giving directions.**

*Attitude objective
**Concept objective

UNIT III WRITE TO GIVE FORM TO EXPERIENCE

A. Write about personal experiences in a variety of forms.
   1. **Use of own feelings, ideas, attitudes, and insights to subjectively convey the experiences**
   2. **Relation of events or activities in which one has actively participated**

B. Select experiences, feelings, insights, or ideas which are focused for the task (free of irrelevant detail).

C. Use language appropriate for the task and audience.
   1. Figurative
      a. Metaphor
      b. Personification
      c. Simile
      d. Hyperbole
      e. Alliteration
   2. Connotative use of language
   3. Denotative use of language

D. Use descriptive words.
   1. Words which cause the audience to experience vicariously
   2. Words which appeal to the senses

E. Write to develop several dimensions of the subject so an audience can relate to what is written (i.e., experience it as if it were happening at this moment).
   1. Words which appeal to various senses
   2. Balance of development to achieve wholeness

F. Write a narrative.
   1. An account of an experience or situation
   2. Written from first-person point of view
   3. Details organized in a logical sequence
   4. Written objectively when necessitated by the task
   5. Written subjectively or imaginatively when necessitated by the task

continued on next page

UNIT III WRITE TO GIVE FORM TO EXPERIENCE (continued)

G. Write a story according to a specified form (e.g., myth, folk tale, fable, original story).
   1. Progress from problem to solution
   2. Development of character, setting, and plot
   3. Written from a third-person point of view
   4. Focus of attention on a single incident
   5. Length which can be read at one sitting

H. Write in a poetic form when appropriate for the task.
   1. Limerick
      a. Five lines
      b. *a, a, b, b, a* rhyme scheme
      c. 3-3-2-2-3 stress pattern (rhythm pattern)
   2. Quatrain
   3. Free verse
   4. Haiku

I. Write dialogue in correct form.
   1. Conversational form
      a. Quotation marks used correctly
      b. Dialogue punctuated correctly
      c. Appropriate capitalization
      d. Paragraph change with speaker change

UNIT IV WRITE TO ORGANIZE AND CONVEY FACTUAL KNOWLEDGE

A. Organize information in a manner appropriate for the content in order to convey factual information.

1. Grouping
2. Labeling
3. Sequencing

B. Write a topic outline in correct form.

1. Centered title which states the topic or main idea
2. Main headings numbered with Roman numerals followed by a period
3. Two or more subtopics of the main heading indicated by using a capital letter followed by a period
4. Two or more divisions of the subtopic indicated by using Arabic numerals followed by a period
5. First word of each entry capitalized
6. No terminal punctuation
7. Indented according to form specified
8. Use of parallel expression in entries

C. Write a correct topically developed paragraph.

1. Topic sentence (in a variety of locations within the paragraph)
2. All statements in the paragraph related to the topic sentence
3. First sentence indented
4. Margins on left and right sides
5. Logical organization for the task
6. Coherent, i.e., fluent sentence organization within the paragraph
7. Simple transitions

D. Select information appropriate to the task (e.g., relevant references, preferences, details).

E. Record main ideas (major items of emphasis).

F. Use language appropriate for the audience and the task.

continued on next page

UNIT IV WRITE TO ORGANIZE AND CONVEY FACTUAL KNOWLEDGE (continued)

H. Write an organized list.

1. Sequential order when necessitated by the task
2. Numbered entries
3. Use of words, phrases, or sentences

I. Write a narrative.

1. An account of any experience or situation
2. Organized details in a logical sequence
3. Objective, when necessitated by the task
4. Subjective or imaginative, when necessitated bythe task

J. Write a multi-paragraph essay.

1. Introductory statement(s)
2. Organized body
3. Closing statement(s)

K. Explain the difference between fact and opinion.**

1. Fact - a piece of information
    a. Generally held to be true; or
    b. True from one's own experience
2. Opinion - a belief or conclusion held with confidence, but not substantiated by positive knowledge or proof

L. Strive to be attentive to the information, as provided by the source (e.g., lecturer, author), to serve the purpose of the assignment.*

*Attitude objective
**Concept objective

CHOSEN UNIT I: WRITE TO MAKE CRITICAL STATEMENTS

A. Make an assertion on a controversial issue.

   1. Based on collected factual data
   2. Stated as an opinion

B. Include complete information.

   1. From a variety of sources
   2. On different sides of the issue

C. Select information appropriate to the task.

D. Use language appropriate to the task and audience.

E. Write a correct topically developed paragraph.

   1. Topic sentence (in a variety of locations within the paragraph)
   2. All statements in the paragraph related to the topic sentence
   3. First sentence indented
   4. Margins on all sides
   5. Logical organization for the task
   6. Coherent; i.e., fluent sentence organization within the paragraph
   7. Simple transitions

F. Write a multi-paragraph essay.

   1. Introductory statement(s)
   2. Organized body
   3. Closing statement(s)

CHOSEN UNIT II: WRITE TO CREATE AN EFFECT

A. Use appropriate device(s).

   1. Images
   2. Rhythm
   3. Repetition

B. Use language appropriate to the task and audience.

   1. Figurative

      a. Metaphor
      b. Personification
      c. Simile
      d. Hyperbole
      e. Alliteration
      f. Idiom
      g. Onomatopeia

   2. Connotative
   3. Denotative

C. Write in prose form when appropriate to the task.

   1. Internal coherence
   2. Indented first line
   3. Margins on all sides

D. Write in poetic form when appropriate to the task.

   1. Limerick

      a. Five lines
      b. a,a,b,b,a rhyme scheme
      c. 3-3-2-2-3 stress pattern (rhythm pattern)

   2. Quatrain
   3. Free verse
   4. Haiku

CHOSEN UNIT III: WRITE TO INVENT IMAGES

A. Write words, phrases, or sentences which cause the audience to replicate visually what is in the writer's mind (i.e., convey a mental picture).

B. Use vivid, sensory language effectively (i.e., words or phrases which appeal to the five senses).

C. Use language appropriate to the task and audience.

1. Figurative

   a. Metaphor
   b. Personification
   c. Simile
   d. Hyperbole
   e. Alliteration
   f. Idiom
   g. Onomatopeia

2. Connotative
3. Denotative

D. Write in prose form when appropriate to the task.

1. Internal coherence
2. Indented first line
3. Margins on all sides

E. Write in poetic form when appropriate to the task.

1. Limerick

   a. Five lines
   b. a,a,b,b,a rhyme scheme
   c. 3-3-2-2-3 stress pattern (rhythm pattern)

2. Quatrain
3. Free verse
4. Haiku

CODINGS FOR GRADE 7 "EXPECTED" UNITS

	English Grammar & Composition	Guide to Modern English	Individualized Language Arts	Modern English In Action	Patterns of Communicating	Real World English	S.C.O.R.E.
UNIT I -- WRITE TO RECORD ACCURATE INFORMATION FOR OWN USE							
B. Listen and write simultaneously when taking notes from an oral source.	S/434-441/Ex,P						
C. Record accurate, relevant information from various sources (e.g., references, speakers, own experiences).	S/382-386/ Notes		T/101-106/Ex Reduction T/107-113/Ex Slotting - The Basic Kernel Sentence T/114-120/Ex Slotting-Noun Phrases T/121-142/Ex Slotting-Verb Phrases T/143-149/Ex Slotting Clauses T/150-155/Ex Slotting-Prepositional Phrases	S/242-247/Ex, P Taking Notes			

	English Grammar & Composition	Guide to Modern English	Individualized Language Arts	Modern English In Action	Patterns of Communicating	Real World English	S.C.O.R.E.
C. (continued)			T/156-159/Ex Slotting Appositive T/190-195/Ex Embedding				
I. Explain the difference between fact and opinion.	S/441-444/Ex,P			S/232-233/P Act. 6--Distinguishing Fact and Opinion			
UNIT II – WRITE TO GIVE DIRECTIONS							
A. Write clear directions.	S/425-427/	S/ /Ex, P Telling How to Make or Do Something S/93-102/Ex, P Giving Directions S/94-98/Ex, P Sharing Knowledge With Others	T/101-106/Ex Reduction T/107-113/Ex Slotting-The Basic Kernel Sentences T/114-120/Ex Slotting-Noun Phrases T/143-149/Ex Slotting-Clauses T/150-155/Ex Slotting - Prepositional Phrases T/156-159/Ex Slotting - Appositives T/190-195/Ex Embedding	S/96-99/P Act. 5-Act. 6,7, 8 Writing Directions S/102-105/P Explaining How to Do It		S/50-55/Ex, P Through Writing S/55/En Extensions S/73-77/Ex, P Through Writing S/77/En Extensions S/97-103/Ex, P Through Writing S/103/En Extensions	S/H1/P Avoid Ambiguity S/H9/P Choose Precise Words

	English Grammar & Composition	Guide to Modern English	Individualized Language Arts	Modern English In Action	Patterns of Communicating	Real World English	S.C.O.R.E.
B. Select information appropriate to the task (e.g., relevant references, preferences, details).				S/94-95/Ex, P Writing Directions			
D. Use the most simple language available to you and to the audience.			T/101-106/Ex Sentence Reduction T/107-113/Ex Slotting - The Basic Kernel Sentences T/114-120/Ex Slotting - Noun Phrases T/121-142/Ex Slotting - Verb Phrases T/150-155/Ex Slotting-Prepositional Phrases T/156-159/Ex Slotting-Appositives T/160-172/Ex Slotting - Verbal Phrases	S/92/Ex, P Telling What It Means		S/23-26/Ex, P Mr. Argus - Writing S/27/En	S/G7/P Use Specific Words S/G8/P Specific Words and Ideas

	English Grammar & Composition	Guide to Modern English	Individualized Language Arts	Modern English In Action	Patterns of Communicating	Real World English	S.C.O.R.E.
D. (continued)			T/190-195-Ex Embedding				
UNIT III - WRITE TO GIVE FORM TO EXPERIENCE							
A. Write about personal experiences in a variety of forms.						S/18/En Extensions S/37-41/Ex, P Through Writing S/41/En Extensions	
B. Select experiences, feelings, insights, or ideas which are focused for the task (free of irrelevant detail).		S/1-6/Ex, P Writing Paragraphs S/6-7/Ex The Secret of the Two Ingredients S/14-19/Ex, P The Clencher Sentence					

	English Grammar & Composition	Guide to Modern English	Individualized Language Arts	Modern English In Action	Patterns of Communicating	Real World English	S.C.O.R.E.
C. Use language appropriate for the task and audience.			T/33-35/Ex Sentence Synthesis T/36-44/Ex Expansion by Paragraphing T/49-90/Ex Outlining T/91-94/Ex Expansion by Modification T/95-100/Ex Expansion by Duplication T/107-113/Ex Slotting-The Basic Kernel Sentences T/114-120/Ex Slotting-Noun Phrases T/121-142/Ex Slotting-Verb Phrases T/143-149/Ex Slotting-Clauses T/150-155/Ex Slotting - Prepositional Phrases	S/27-28/Ex Figurative Language S/28-29/P Figurative Language		S/14-16/P Misery is - Expressing S/60-63/Ex, P Through Writing S/63/En Extensions	S/A-3/P Show You Can Use Different Language Tones S/A-10/Ex, P Use Appropriate Writing Tone S/C-1/P Different Literal and Figurative Language S/C-2/Ex, P Make Metaphors S/C-9/P Use Exaggeration S/C-11/P Use Personification S/C-13/P Use Similies S/E-36/P Move Words Within a Sentence S/E-37/P, En Parallelism S/E-41/P, En Rearrange Sentences

	English Grammar & Composition	Guide to Modern English	Individualized Language Arts	Modern English In Action	Patterns of Communicating	Real World English	S.C.O.R.E.
C. (continued)			T/156-159/Ex Slotting-Appositives T/160-172/Ex Slotting-Verbal Phrases T/173-176/Ex Movability T/190-195/Ex Embedding T/210-215/Ex Exclamatory Sentence				S/G-6/P Recognize Exaggeration S/H-2/Ex Avoid Cliches S/H-4/P We Color Our Language S/H-5/P Become Aware of Word Connotation S/H-6/P Word Connotations S/H-7/P Word Connotations S/H-46/En Words to Change Mood

	English Grammar & Composition	Guide to Modern English	Individualized Language Arts	Modern English In Action	Patterns of Communicating	Real World English	S.C.O.R.E.
D. Use descriptive words.		S/20-29/Ex, P A Closer Look at the Two Ingredients	T/33-35/Ex Sentence Synthesis T/36-44/Ex Expansion by Paragraphing T/49-90/Ex Outlining T/91-94/Ex Expansion by Modification T/95-100/Ex Expansion by Duplication T/107-113/Ex Slotting-The Basic Kernel Sentences T/114-120/Ex Slotting-Noun Phrases T/121-142/Ex Slotting-Verb Phrases T/143-149/Ex Slotting-Clauses T/150-155/Ex Slotting-Prepositional Phrases	S/39-42/P Senses	S/96-119/Ex, P	S/87-90/Ex, P S/91/En Extensions	S/E-26/P Expand Sentences

	English Grammar & Composition	Guide to Modern English	Individualized Language Arts	Modern English In Action	Patterns of Communicating	Real World English	S.C.O.R.E.
			T/156-159/Ex Slotting-Appositives T/160-172/Ex Slotting Verbal Phrases T/173-176/Ex Movability T/190-195/Ex Embedding T/210-215/Ex Exclamatory Sentences				
E. Write to develop several dimensions of the subject so an audience can relate to what is written (i.e., experience it as if it were happening at this moment).	S/325-334/Ex, P		T/121-142/Ex Slotting-Verb Phrases T/143-149/Ex Slotting-Clauses T/206-209/Ex Imperative Sentence	S/79-81/Ex, P How Do You Begin?			S/D-5/En Expand Ideas S/D-6/En Expand Ideas S/E-21/P Expand Sentences
F. Write a narrative.	S/316-325/			S/109-121/Ex, P Narative Writing		S/123-127/Ex, P Through Writing S/127/En Extension	S/A-6/P Understand Point of View S/A-7/P, En Understand Point of View

	English Grammar & Composition	Guide to Modern English	Individualized Language Arts	Modern English In Action	Patterns of Communicating	Real World English	S.C.O.R.E.
F. (continued)							S/A-8/P Understand Point of View S/A-9/P Different People Different Points of View
G. Write a story according to a specified form (e.g., myth, folk tale, fable, original story).	S/516-517/P S/519-521/P S/528-530/P					S/104-107/Ex, P Through Writing S/107/En Extensions	S/D-7/Ex, P Finish Comp Effectively
H. Write in a poetic form when appropriate for the task.						S/16-18/P Poem-Writing	
I. Write dialogue in correct form.				S/116-119/Ex, P Use Conversation S/365-373/Ex, P Punctuating Quotations			

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	English Grammar & Composition	Guide to Modern English	Individualized Language Arts	Modern English In Action	Patterns of Communicating	Real World English	S.C.O.R.E.
UNIT IV – WRITE TO ORGANIZE AND CONVEY FACTUAL KNOWLEDGE							
A. Organize information in a manner appropriate for the content in order to convey factua information	S/530-533/P			S/107/P Giving Point of View		S/46-49/Ex, P Through Writing S/49/En Extensions	S/D-14/P Organize Your Writing
B. Write a topic outline in correct form				S/100-101/Ex, P Act, 9 Studying Informal Outline S/126-129/Ex, P Preparing an Outline	T/M35-39/Ex Teaching Suggestions	S/92-96/Ex, P Through Writing S/96/En Extensions	S/B-2/Ex Outline
C. Write a correct topically developed paragraph.	S/336-347/Ex, P S/347-350/Ex, P S/350/ S/351-353/Ex, P Through Ex. 9 S/353-356/Ex, P		T/26-44/Ex Expansion by Paragraph T/45-48/Ex Framed Paragraph T/49-90/Ex Outlining T/101-106/Ex Sentence Reduction T/173-176/Ex Movability	S/46-52/P Follow-up S/58-73/P Paragraph S/86-88/Ex, P Time Out for Comment	S/133-141/Ex, P	S/56-59/Ex, P Through Writing S/59/En Extensions S/126-133/Ex, P Through No. 3	S/D-15/P Organizing Paragraphs S/D-16/P Rearrange Sentences S/D-17/ Relate Parts to Whole S/D-26/P Unify Paragraphs S/D-28/P Use Good Paragraphing

J-30

	English Grammar & Composition	Guide to Modern English	Individualized Language Arts	Modern English In Action	Patterns of Communicating	Real World English	S.C.O.R.E.
C. (continued)							S/D-29/P Use Good Paragraphs S/D-30/P Use Good Topic Sentences
D. Select information appropriate to the task (e.g., relevant references, preferences, details).				S/78-79/P How Do You Gather Material?		S/64-67/Ex, P Through Writing S/67/En Extensions S/68-72/Ex, P Through Writing S/72/En Extensions S/108-112/Ex, P Through Writing S/112/En Extensions S/113-117/Ex, P Through Writing S/117/En Extensions	S/B-14/P Support Statements
E. Record main ideas (major items of emphasis).				S/100/P Arranging Your Ideas			

	English Grammar & Composition	Guide to Modern English	Individualized Language Arts	Modern English In Action	Patterns of Communicating	Real World English	S.C.O.R.E.
F. Use language appropriate for the audience and the task.					S/306-312/Ex, P		S/E-43/P Relocate Words in Sentence
H. Write an organized list.						S/9-13/Ex, P Frisbee's First - Writing S/13/En Extension S/19-22/Ex, P Pre-Writing-Writing S/22/En Extensions S/28-31/P First Aid-Writing S/31-32/En Extensions S/42-45/Ex, P Through Writing S/45/En Extensions	
J. Write a multiparagraph essay.	S/357-362/Ex, P Choosing Topic S/362-368/Ex, P Outlining		T/36-44/Ex Expansion by Paragraphing S/45-48/Ex Framed Paragraph	S/77/Ex How Do You Know When to Paragraph?	S/143-163/Ex, P T/M39-M45/Ex Teaching Suggestions		

	English Grammar & Composition	Guide to Modern English	Individualized Language Arts	Modern English In Action	Patterns of Communicating	Real World English	S.C.O.R.E.
J. (continuted)	S/369-373/Ex, P Parts of Comp		T/49-90/Ex Outlining T/101-106/Ex Sentence Reduction T/173-176/Ex Movability T/190-195/Ex Embedding	S/77/P Act. 1--Dividing Into Paragraphs S/81-82/Ex, P How Do You Organize Your Material?			
K. Explain the difference between fact and opinion				S/106/P Distinguishing Fact and Opinio			
L. Strive to be attentive to the information as provided by the source (e.g., lecturer, author), to serve the purpos of the assignment.		S/34-40/Ex, P Using What You Have Learned in Telling About Books.					

7

CODINGS FOR GRADE 7 "CHOSEN" UNITS

	English Grammar & Composition	Guide to Modern English	Individualized Language Arts	Modern English In Action	Patterns of Communicating	Real World English	S.C.O.R.E.
UNIT I – WRITE TO MAKE CRITICAL STATEMENTS							
A. Make an assertion on a controversial issue.	S/257-373/Ex, P S/455-459/Ex, P S/459/Ex, P S/460-462/Ex, P S/464-484/Ex, P S/492-497/Ex, P S/522-526/P	S/65-68/Ex, P Using the Dictionary		S/3/Ex The Dictionary S/4/P Alphabetizing S/5/P Guide Words S/6-7/Ex Dictionary S/7-12/P Dictionary S/214-215/Ex, P Encyclopedias S/224-225/Ex, P Reader's Guide	S/79-91/Ex, P T/M22-M26/Ex Teaching Suggestion T/M39-M45/Ex Teaching Suggestion		S/B13/Ex, P Defining words
C. Select information appropriate to the task.				S/94-95/Ex, P Writing Directions			

	English Grammar & Composition	Guide to Modern English	Individualized Language Arts	Modern English In Action	Patterns of Communicating	Real World English	S.C.O.R.E.
D. Use languaguage appropriate to the task and audience.			T/33-35/Ex Sentence Synthesis T/36-44/Ex Expansion by Paragraphing T/49-90/Ex Outlining T/91-94/Ex Expansion by modification T/95-100/Ex Expansion by duplication T/107-113/Ex Slotting-The Basic Kernel Sentences T/114-120/Ex Slotting-Noun Phrases T/121-142/Ex Slotting-Verb Phrases T/143-149/Ex Slotting-Clauses T/150-155/Ex Slotting-Prepositional Phrases	S/27-28/Ex Figurative Language S/28-29/P Figurative Language		S/14-16/P Misery is - expressing S/60-63/Ex, P Through Writing S/63/En Extensions	S/A-3/P Show You Can Use Different Language Tones S/A-10/Ex, P Use Appropriate Writing Tone S/C-1/P Different Literal and Figurative Language S/C-2/Ex, P Make Metaphors S/C-9/P Use Exaggeration S/C-11/P Use Personification S/C-13/P Use Similes S/E-36/P Move Words Within a Sentence S/E-37/P, En Parallelism S/E-41/P, En Rearrange Sentences

	English Grammar & Composition	Guide to Modern English	Individualized Language Arts	Modern English In Action	Patterns of Communicating	Real World English	S.C.O.R.E.
D. (continued)			T/156-159/Ex Slotting Appositives T/160-172/Ex Slotting-Verbal Phrases T/173-176/Ex Movability T/190-195/Ex Embedding T/210-215/Ex Exclamatory Sentence				S/G-6/P Recognize Exaggeration S/H-2/Ex Avoid Cliches S/H-4/P We Color Our Language S/H-5/P Become Aware of Word Connotation S/H-6/P Word Connotations S/H-7/P Word connotations S/H-46/En Words to Change Mood
E. Write a correct topically developed paragraph. (See also codings for G/7/Paragraphs.)	S/336-347/Ex,P S/347-350/Ex, P S/350/ S/351-353/Ex, P Through Ex, 9 S/353-356/Ex, P		T/36-44/Ex Expansion by Paragraphing T/45-48/Ex Framed Paragraph T/49-90/Ex Outlining	S/45-52/P Follow-up sentences S/58-73/P Paragraph S/86-88/Ex, P Time Out for Comment	S/133-141/Ex,P	S/56-59/Ex, P Through Writing S/59/En Extensions S/126-133/Ex, P Through No. 3	S/D-15/P Organizing Paragraphs S/D-16/P Rearrange Sentences S/D-17/ Relate Parts to Whole S/D-26/P Unify Paragraphs

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E. (continued)			T/101-106/Ex Sentence Reduction T/173-176/Ex Movability				S/D-28/P Use Good Paragraphing S/D-29/P Use Good Paragraphing S/D-30/P Use Good Topic Sentences
F. Write a multi-paragraph essay.	S/357-362/Ex, P Choosing Topic S/362-368/Ex, P Outlining S/369-373/Ex, P Parts of Comp.		T/36-44/Ex Expansion by paragraphing T/45-48/Ex Framed paragraphs T/49-90/Ex Outlining T/101-106/Ex Sentence Reduction T/173-176/Ex Movability T/190-195/Ex Embedding	S/77/Ex How Do You Know When to Paragraph? S/77/P Act. 1-Dividing Into Paragraphs S/81-82/Ex, P How Do You Organize Your Material?	S/143-163/Ex, P T/M39-M45/Ex Teaching Suggestion		

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A. (continued)			T/107-113/Ex Slotting-The Basic Kernel Sentences T/114-120/Ex Slotting-Noun Phrases T/121-142/Ex Slotting-Verb Phrases T/143-149/Ex Slotting-clauses T/150-155/Ex Slotting-Prepositional Phrases T/156-159/Ex Slotting Appositives T/160-172/Ex Slotting Verbal Phrases T/173-176/Ex Movability T/190-195/Ex Embedding T/206-209/Ex Imperative Sentence T/210-215/Ex Exclamatory Sentence				

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UNIT II – WRITE TO CREATE AN EFFECT							
B. Use language appropriate to the task and audience. (see codings for this objective on pages 104.21 and 104.22)							
D. Write in poetic form when appropriate to the task.				S/175-178/Ex, P Poetry S/178-179/Ex, P The Limerick S/179-180/Ex, P Slotting	S/187-188/Ex, P	S/16-18/Ex, P Poem Writing S/18/En Extensions	
UNIT III – WRITE TO INVENT IMAGES							
A. Write words, phrases, or sentences which cause the audience to replicate visually what is in the writer's mind (i.e., convey a mental picture).	S/325-334/Ex, P	S/20-29/Ex, P A Closer Look at The Two Ingredients	T/33-35/Ex Sentence Synthesis T/36-44/Ex Expansion by Paragraphing T/49-90/Ex Outlining T/91-94/Ex Expansion by modification T/95-100/Ex Expansion by duplication	S/39-43/P Senses S/79-81/Ex, P How do you begin?	S/96-119/Ex, P T/M27-M35/Ex Teaching Suggestion	S/64-67/Ex, P Through Writing S/67/En Extensions S/87-90/Ex, P S/91/En Extensions	S/D-5/En Expand Ideas S/D-6/En Expand Ideas S/E-21/P Expand Sentences S/E-26/P Expand Sentences

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C. Use language appropriate to the task and audience (see codings for this objective on pages 104.21 and 104.22)							
E. Write in poetic form when appropriate to the task (see codings for this objective on page 104.24).							

CODINGS FOR GRADE 7 EXPERIENCES GRID

	English Grammar & Composition	Guide to Modern English	Individualized Language Arts	Modern English In Action	Patterns of Communicating	Real World English	S.C.O.R.E.
Literary Forms							
PROSE							
I. Sentence			T/95-100/Ex Expansion by Duplication T/101-107/Ex Sentence Reduction T/107-113/Ex Basic Sentences T/114-120/Ex Slotting-Noun Phrases T/121-142/Ex Slotting-Verb Phrases T/143-149/Ex Slotting Clauses T/150-155/Ex Slotting Prepositional Phrase T/156-159/Ex Slotting--Appositives T/160-172/Ex Slotting--Verbal Phrases	S/412-429/Ex, P Effective Sentences S/491-492/P Practice 22 S/492-495/P Run Together Fragments			S/E7/P Avoid Run-on Sentences S/E8/P Avoid Run-on Sentences S/E9-Ex, P Avoid Run-on Sentences S/E11/Ex, P Avoid Sentence Fragments S/E12/Ex, P Avoid Sentence Fragments S/E21/Ex, P Expand Sentences S/E55/P, En Parallel Constructions

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1. (continued)			T/173-176/Ex Movability T/177-180/Ex Inverted Sentence T/181-184/Ex Passive Voice T/185-189/Ex Expletive Sentence T/190-195/Ex Embedding				
2. Aphorism				S/93-94/Ex, P Looking at Proverbs		S/118-121/Ex, P S/122/En Extension	
3. Book report	S/390-392/Ex, P	S/34-40/Ex, P Using What You Have Learned in Telling About Books		S/131-133/Ex, P Book Report			
4. Diary or journal					S/165-179/Ex, P T/M46-M51/Ex		
5. Interview	S/379-390/Ex, P Including Note Taking						
7. Riddles and jokes					S/27-38/Ex, P T/M8-M11/Ex Teaching Suggestion		

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8.	Story	S/516-517/P S/519-521/P S/528-530/P					S/83-85/Ex, P Through Writing S/86/En Extensions S/107-107/Ex, P Through Writing S/107/En Extensions	
9.	Scene, act, or skit						S/92-96/Ex, P Through Writing S/96/En Extensions	
11.	Description	S/325-334/Ex, P			S/96-119/Ex, P T/M27-M35/Ex Teaching Suggestion		S/64-67/Ex, P Through Writing S/67/En Extensions S/87-90/Ex,.P S/91/En Extensions	
12.	Narrative	S/316-325/Ex, P			S/109-121/Ex, P Narrative Writing		S/123-127/Ex, P Through Writing S/127/En Extensions	
16.	Character Sketch					S/186-187/Ex, P Through on Your Own		

	English Grammar & Composition	Guide to Modern English	Individualized Language Arts	Modern English In Action	Patterns of Communicating	Real World English	S.C.O.R.E.
18. Expository essay	S/357-373/Ex, P S/522-526/P				T/M39-M45/Ex Teaching Suggestions		
POETRY							
2. Free verse					S/187-188/Ex, P	S/16-18/Ex, P Poem Writing S/18/En Extensions	
5. Haiku				S/175-178/Ex, P Poetry			
6. Limerick				S/178-179/Ex, P The Limerick			
8. Couplet				S/179-180/Ex, P Couplet			

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Compressed Writing							
1. List						S/9-13/Ex, P Frisbee Writing S/13/En Extensions S/19-22/Ex, P Through Writing S/22/En Extensions S/28-31/Ex, P First Aid-Writing S/31-32/En Extensions	
3. Notes or records or logs						S/108-112/Ex, P Through Writing S/112/En Extensions S/113-117/Ex, P Through Writing S/117/Ex, P Extension	
7. Want ad							S/H5/P Work Connotations
8. Outline				S/126-129/Ex, P Preparing an Outline	S/338-389/Ex Begin on 388 with Organizing		S/B2/Ex Outline

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Correspondence							
General		S/107-111/Ex, P Writing Letters		S/135-147/Ex, P Letter Writing	S/384-386/Ex Business and Social		
1. Social letter and envelope	S/393-404/Ex, P	S/ /Ex, P Addressing the Envelope S/111-115/Ex, P The Parts of the Friendly Letter S/118-123/Ex, P Special Purpose--Friendly Letter			S/180-185/Ex, P		
2. Business letter and envelope	S/405-410/Ex, P	S/123-135/Ex, P Writing Business Letters				S/33-36/Ex, P Thanks--Writing S/36/En Extensions S/78-81/Ex, P	

	English Grammar & Composition	Guide to Modern English	Individualized Language Arts	Modern English In Action	Patterns of Communicating	Real World English	S.C.O.R.E.
Reference Materials							
3. Dictionary	S/459/Ex, P S/464-484/Ex, P S/492-497/Ex, P	S/65-85/Ex, P Using the Dictionary		S/3/Ex The Dictionary S/4/P Alphabetizing S/5/P Guide Words	S/79-91/Ex, P		S/B13/Ex, P Defining Words
4. Media materials				S/6-7/Ex Dictionary S/7-12/P Dictionary			
5. Encyclopedia	S/455-459/Ex, P			S/214-215/Ex, P Encyclopedias			
7. Directories					T/M22-M27/Ex Teaching Suggestion		
10. Reader's Guide	S/460-462/Ex, P			S/224-225/Ex, P Readers Guide			

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CODINGS FOR GRADE 7 WRITING MECHANICS GRID

	English Grammar & Composition	Guide to Modern English	Individualized Language Arts	Modern English In Action	Patterns of Communicating	Real World English	S.C.O.R.E.
Agreement							
Number, tense, antecedent	S/121-142/Ex, P Number Agreement	S/252-265/Ex, P Regular and rregular Verbs S/266-275/Ex, P Troublesome Verb Pairs S/281-283/Ex, P Subject Verbs Agreement S/283-286/Ex, P t's the Subject That Counts S/287-289/Ex, P Subjects with Two Parts S/289–291/Ex, P Shifted Word Order S/291-292/Ex, P Singular Nouns That End in s S/292-295/Ex, P One or More Than One S/296-299/Ex, P We Were, You Were, They Were	T/101-106/Ex Sentence Reduction T/107-113/Ex Slotting Basic Sentence T/114-120/Ex Slotting--Noun Phrases T/121-142/Ex Verb Phrases T/150-155/Ex Slotting--Prepositional Phrases T/160-172/Ex Verbal Phrases T/181-184/Ex Passive Voice T/185-189/Ex The Expletive Sentence T/196-205/Ex The Interrogative Sentence	S/272-284/Ex, P Agreement of Verbs with Thei Subjects S/393-396/Ex, P Agreement of Pronouns S/473-474/P Practice 5--Agreement of Verbs/ Subjects	S/268-277/Ex, P S/313-319/Ex, P S-V Agreement S/32-=329/Ex, P Pronoun Agreement		S/E-53/P Correct Pronoun Agreement S/E-54/P Correct Pronoun Agreement

	English Grammar & Composition	Guide to Modern English	Individualized Language Arts	Modern English In Action	Patterns of Communicating	Real World English	S.C.O.R.E.
Number, tense, antecedent (continued)		S/309-310/Ex, P Pronoun Puzzlers S/316-319/Ex, P Possessive, Pronoun S/325-328/Ex, P The Three Forms of Modifiers					

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	English Grammar & Composition	Guide to Modern English	Individualized Language Arts	Modern English In Action	Patterns of Communicating	Real World English	S.C.O.R.E.
Capitalization							
General	S/200-204/P Review	S/344-345/Ex Exercise 1 S/345-350/Ex, P Proper Nouns S/350-351/Ex,P Proper Adjectives S/351-355/Ex,P Capitalization Demons		S/477-478/P Capitalizing Sent. with Proper Nouns	S/367-368/Ex Capitalization		
1. Names of people or things	S/190-195/Ex,P Proper Nouns						
2. Pronoun "I"	S/190/Ex	S/ /Ex A Capital Letter for the Pronoun "I"					
3. All words in a title		S/ /Ex Capital Letters in Titles					
4. Beginning of sentences	S/189/Ex	S/344/Ex Capital Letters for Beginning					
11. Important words in titles of written works	S/197-200/Ex,P						

	English Grammar & Composition	Guide to Modern English	Individualized Language Arts	Modern English In Action	Patterns of Communicating	Real World English	S.C.O.R.E.
Paragraphs							
3. Definition: a paragraph is an idea unit	S/335-336/Ex		T/36-44/Ex Expansion by Paragraphing T/45-48/Ex Framed Paragraph T/49-90/Ex Outlining T/101-106/Ex Sentence Reduction T/173-176/Ex Movability	S/53/Ex Look Forward & Back	S/122-126/Ex,P Through Application		S/D-28P Use Good Paragraphing S/D-29/P Use Good Paragraphs
4. Topic sentence	S/336-347/Ex,P	S/8-13/Ex Writing a Paragraph	T/36-44/Ex Expansion by Paragraphing T/45-48/Ex Framed Paragraph T/49-90/Ex Outlining T/101-106/Ex Sentence Reduction T/173-176/Ex Movability	S/58-59/P Topic Sentence	S/126-133/Ex,P Through No. 3	S/56-59/Ex,P Through Writing S/59/En Extensions	S/D-30P Use Good Topic Sentences in Paragraphs

		English Grammar & Composition	Guide to Modern English	Individualized Language Arts	Modern English In Action	Patterns of Communicating	Real World English	S.C.O.R.E.
5.	Sentences related to the topic sentence	S/347-350/Ex,P		T/36-44/Ex Expansion by Paragraphing T/45-48/Ex Framed Paragraph T/49-90/Ex Outlining T/173-176/Ex Movability	S/46-52/P Follow-Up Sentences S/59-63/Ex How Do You Develop a Paragraph?			S/D-17/P Related Parts to Whole S/D-26/P Unify Paragraph
6.	Simple transitions within paragraph	S/353-356/Ex,P		T/36-44/Ex Expansion by Paragraphing T/45-48/Ex Framed Paragraph T/49-90/Ex Outlining T/173-176/Ex Movability	S/64/P Studying Paragraph Connectives S/86-88/Ex Time Out for Comment			S/D-16/P Rearrange Sentences
7.	Logical organization (time, space)	S/350-353/Ex,P					S/46-49/Ex, P Through Writing S/49/En Extensions S/97-103/Ex, P Through Writing S/103/En Extensions	S/D-14/P Organize Your Writing

	English Grammar & Composition	Guide to Modern English	Individualized Language Arts	Modern English In Action	Patterns of Communicating	Real World English	S.C.O.R.E.
9. Development through details		S/1-6/Ex, P Writing Paragraphs S/6-7/Ex The Secret of the Two Ingredients S/20-29/Ex, P A Closer Look at the Two Ingredients		S/67/Ex By Reasons S/68/P Activities 13 and 14 S/69-70/P By Supplying Details	S/133-141/Ex,P		
10. Development through example				S/65-66/P How Do You Vary Development?			
11. Development through similarities/ differences				S/71-72/P By Comparison and Content			
12. Multiparagraph writing			S/36-44/Ex Expansion by Paragraphing T/45-48/Ex Framed Paragraph T/49-90/Ex Outlining T/173-176/Ex Movability		S/143-163/Ex,P		

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Parts of Speech							
General	S/82-85/P Review			S/397-400/Ex,P Parts of Speech S/479-480/P Practice 10 Recognizing Nouns, Verbs, Adverbs, Adjectives S/488/P Practice 19 Identifying Parts of Speech	T/M52-M57/Ex Teaching Suggestions		
1. Adjectives	S/49-53/Ex,P	S/212-215/Ex,P The Work of Adjectives S/227-231/Ex,P When Is an Adjective Not an Adjective		S/319-320/Ex,P	S/212-218/Ex,P Through 4 S/225-228/Ex,P Through Practice S/232-248/Ex,P Through Application		
2. Auxiliary Verbs	S/61-64/Ex,P		T/121-142/Ex Slotting, Verb Phrases T/150-155/Ex Slotting Verbal Phrases				
3. Nouns	S/37-41/Ex,P	S/ /Ex, P Nouns		S/298-305/Ex,P Mastering Nouns S/476-467/	S/194-202/Ex,P		

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4. Pronouns	S/42-47/Ex,P S/116-117/Ex,P Diagraming Indirect Objects	S/179-181,Ex,P Pronouns S/302-306/Ex,P Subject and Object Pronoun		S/385-396/Ex,P Pronouns S/A-6/P Understand Point of View S/E-29/P Make Antecedent Clear			
5. Verbs	S/55-57/Ex, P			S/251-257/Ex,P Basic Element - Verb S/285-297/Ex,P Mastering Verbs S/474-476/P Principal Parts and Tense Shift	S/204-212/Ex,P Through No. 3		
6. Adverbs	S/65-72/Ex,P	S/215-221/Ex,P The Work of Adverbs		S/320-327/Ex,P	S/218-224/Ex,P S/284-291/Ex,P Through No. 10		
7. Conjunctions	S/78-80/Ex,P Through No. 10	S/202-204/Ex,P Conjunctions			S/229-230/Ex,P		
8. Linking verbs	S/57-61/Ex,P Through Ex. 6				S/254-267/Ex,P		
9. Prepositions	S/74-78/Ex,P	S/221-226, Ex,P Prepositions			S/228-229/Ex,P Through Practice		

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10. Interjections	S/80-82/Ex, P						
Punctuation							
General	S/223-224/P Review--End Marks, Commas Colons S/205-208/Ex,P End Mark S/245-246/P Review--Hyphen, Apostrophe, Quotes	S/ /Ex, P Punctuating Titles S/392-395/ End Marks	S/32-35/Ex Sentence Synthesis T/45-48/Ex Framed Paragraph T/95-100/Ex Expansion by Duplication T/107-113/Ex Slotting--Basic Sentences T/114-120/Ex Slotting--Noun Phrases T/121-142/Ex Slotting--Verb Phrases T/143-149/Ex Slotting--Clauses T/150-155/Ex Slotting--Prep Phrases T/156-159/Ex Slotting--Appositives		S/369-372/Ex Punctuation S/388/Ex, P Cap. 1 Exclamation Question T/M70-74/Ex Teaching Suggestions		

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General (continued)			T/160-172/Ex Slotting--Verbal Phrases T/173-176 Movability T/177-180/Ex Inverted Sentence T/190-195/Ex Embedding T/190-195/Ex Expansion by Modification T/196-205/Ex Interrogative Sentence T/206-209/Ex Imperative Sentence T/210-215/Ex Exclamatory Sentence				
1. Apostrophe	S/235-236/Ex, P Through No.10 S/237-243/Ex,P			S/309-313/Ex,P Forming and Using Possessives S/478/P	S/352-356/Ex,P Through No. 15		

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General (continued)							
2. Colon	S/225-227/Ex, P Through Ex. 1			S/335/Ex Colon			
3. Comma		S/ /Ex, P Commas in Compound Sentences		S/407/Ex, P How To Punctuate Compound Sentences	S/342-352/Ex,P Through No. 3		
		S/208-221/Ex, P		S/483-484/P The Comma			
		S/395-397/Ex,P Commas to Set Off Nouns in Address		S/490-491/P Punctuating Compound Sentences			
		S/397-398/Ex,P Commas to Set Off Appositives					
		S/398-400/Ex,P Commas to Set Off Parenthetical Words					
		S/400-402/Ex,P Commas to Separate Items in a Series					
		S/405-406/Ex,P Commas with Addresses and Dates					

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3. Comma (continued)		S/406-409/Ex,P Commas for Clearness					
4. Dash	S/228-234/Ex,P	S/409-414/Ex,P Using Quotation Marks		S/365-373/Ex,P Punctuating Quotations			
6. Exclamation mark at end of exclamatory sentence and interjection				S/354-355/Ex,P Exclamation Point			
7. Hyphen	S/243-245/Ex,P Through Ex. 12						
9. Period				S/353-355/Ex,P S/355-364, Ex,P	S/365-266/Ex Abbreviatio		
10. Question mark at end of an interrogative sentence				S/354-355/Ex,P Question Mark			
11. Quotation marks to enclose short stories, poems, songs, articles, chapters of books.				S/484-486/P Punctuating Direct Quotes	S/356-360/Ex,P		
12. Semicolon	S/221-222/Ex						
14. Underline titles of books, magazines, plays, TV, newspapers, etc.	S/227-228/Ex,P Through Ex. 2						

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Sentences: Kinds							
General	S/292-296/Ex,P Run Ons S/297-301/Ex,P S/308-312/Ex,P Rambling and Monotonous Sentences	S/238-243/Ex, P Run Together Sentences	T/33-35/Ex Sentence Synthesis T/101-106/Ex Sentence Reduction T/107-113/Ex Slotting--Basic Sentences T/114-120/Ex Slotting--Noun Clauses T/121-142/Ex Slotting--Verb Phrases T/143-149/Ex Slotting--Clauses T/156-159/Ex Slotting--Appositives T/160-172/Ex Slotting--Verbal Phrases T/190-195/Ex Embedding T/196-205/Ex Interrogative Sentences	S/45/P Matching and Creating Sentences			

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General (continued)			T/206-209/Ex Imperative Sentence T/210-215/Ex Exclamatory Sentences				
1. Simple sentences	S/3-6/Ex, P S/7-11/Ex, P Subject S/21-22/Ex, P S/31-36/Ex, P Declaritive, Int, and Exclamatory	S/204-205/Ex Simple Sentences			S/280-284/Ex,P Through 2		
2. Compound sentences	S/301-302/Ex,P	S/205-207/Ex,P Compound Sentences S/207-209/Ex,P When to Use a Compound Sentence		S/401-411/Ex, P Structure of Compound Sentences S/407-411/Ex,P Compound Sentences	S/291-303/Ex,P		
3. Complex sentences	S/303-307/Ex,P						
4. Compound--complex	S/28-31/Ex, P Through No. 10						

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Sentences: Parts							
General	S/72-74/Ex, P Diagraming Sentences Through No. 10 S/283-292/Ex,P Fragments	S/185-187/Ex The Sentence Patterns S/200-201/Ex Compounding the Elements within the Patterns S/234-238/Ex,P Sentence Fragments	T/33-35/Ex Sentence Synthesis T/91-94/Ex Expansion by Modification T/101-106/Ex Sentence Reduction T/107-113/Ex Slotting--Basic Sentences T/114-120/Ex Slotting--Noun Phrases T/143-149/Ex Slotting--Clauses T/156-159/Ex Slotting--Appositives T/190-195/Ex Embedding T/196-205/Ex The Interrogative Sentence	S/430-435/Ex, P Sentence Patterns S/486-487/P Finding Completers S/488-490/P Practice 20 Compound Subjects, Predicates and Sentences S/495/P Identifying Sentence Patterns	T/M58-M62/Ex Teaching Suggestion T/M64-M69/Ex Teaching Suggestion		

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Sentences: Parts (continued)							
1. Subjects and predicates	S/12-17/ Predicates S/17-21/Ex, P S/22-27/Ex, P Compound Subject and Verb	S/161-163/Ex,P Subjects and Predicates S/164-168/Ex,P The Verb S/168-171/Ex,P The Simple Subject S/171-176/Ex,P More About Subjects S/187-190/Ex,P Pattern 1: S-V		S/257-269/Ex, P S/469-473/P	S/239-243/Ex, P		S/E-51/P Use Complete Sentences S/E-52/P Use Complete Sentences
2. Modifiers		S/243-245/Ex,P Too Many "So" Sentences	T/33-35/Ex Sentence Synthesis T/36-44/Ex Expansion by Paragraphing T/49-90/Ex Outlining T/107-113/Ex Slotting--Basic Sentences T/114-120/Ex Slotting--Noun Phrases				

	English Grammar & Composition	Guide to Modern English	Individualized Language Arts	Modern English In Action	Patterns of Communicating	Real World English	S.C.O.R.E.
2. Modifiers (continued)			T/121-142/Ex Slotting--Verb Phrases T/143-149/Ex Slotting Clauses T/150-155/Ex Slotting--Prepositional Phrases T/156-159/Ex Slotting--Appositive T/160-172/Ex Slotting--Verbal Phrases T/173-176/Ex Movability T/190-195/Ex Embedding				
3. Complements	S/108-112/Ex,P	S/197-200/Ex,P Pattern 4: S-LV-C S/306-309/Ex,P Predicate Complements		S/378-384/Ex,P			
4. Objects	S/101-108/Ex,P Through No. 10 S/113-114/Ex Diagraming Direct Objects	S/190-194/Ex,P Pattern 2: S-V-O S/194-197/Ex,P Pattern 3: S-V-19-O		S/374-376/Ex,P Direct Object			

	English Grammar & Composition	Guide to Modern English	Individualized Language Arts	Modern English In Action	Patterns of Communicating	Real World English	S.C.O.R.E.
5. Prepositional phrases	S/86-100/Ex,P		T/150-155/Ex Slotting--Prepositional Phrases	S/342-349/Ex, P Prepositional Phrases S/481-482/P Finding Preps and Objects			S/E24-5/P Expand Sentences
8. Verbals		S/181/Ex, P When Is a Verb Not A Verb	T/160-172/Ex Slotting--Verbal Phrases				
Spelling							
3. Application of basic spelling rules	S/250-275/Ex,P	S/ /Ex, P Improving Your Spelling S/355-359/Ex,P Plural Forms of Nouns S/359-363/Ex,P Possessive Forms		S/305-313/Ex, P S/436-450/Ex, P Spelling	S/373-377/Ex Spelling Rules		
Usage							
Appropriate usage	S/143-162 Verbs S/163-176/Ex,P Pronouns S/177-185/Ex,P Using Modifiers Correctly	S/ Adjective or Adverb S/ /Ex, P Three Special Problems		S/288-297/Ex, P Irregular Verbs S/328-341/Ex, P Using Adjectives and Adverbs	S/330-339/Ex, P Adjectives and Adverbs S/378-383/Ex Usage		S/E-57/P Appropriate usage

	English Grammar & Composition	Guide to Modern English	Individualized Language Arts	Modern English In Action	Patterns of Communicating	Real World English	S.C.O.R.E.
Appropriate usage (continued)		S/ /Ex, P Glossary of Modifiers S/275-279/Ex,P Five More Trouble-Makers S/295-296/Ex,P Don't Say "It Don't" S/310-311/Ex,P Unneeded Pronouns S/311-312/Ex,P Them, They, Those S/312-314/Ex,P Pronoun Order S/314-315/ A Special Group of Demons S/324-325/Ex,P Good or Well S/328-330/Ex,P Double Negatives		S/350-351/Ex, P Using the Right Preposition S/385-393/Ex,P Pronouns S/480-481/P Using Adjectives and Adverbs Correctly S/482-483/P Practice 13--Using Prepositions Correctly S/487-488/P Correct Pronouns			

UNIT I: WRITE TO RECORD ACCURATE INFORMATION FOR OWN USE

Possible Grid Items

A. Write information usable (readable, understandable) for self.

Activity 1: Have students re-create their own schedule according to a format that is most usable to them. The schedule should include things such as class, teacher's name, room number, etc. They may organize their schedule individually before breaking into groups to share their formats.

Compressed writing - list

Spelling

Standards of neatness

Capitalization

Pre-writing:

Brainstorm ways of recording schedules that students could use (rosters, lists, charts, etc.). Then each student should choose *one* method for organization.

Post-writing:

Ask students why they chose the format they did. Students should be able to back up their choice with reasons. A key question could be, "What makes your schedule usable to you?"

Activity 2: Have students list by occupation (e.g., School Resource Officer) all the people in the building who could be of assistance during a normal school day. Ask students to write beside the occupation the proper name of the person filling that job. Give humorous prize to student with most reasonable, complete list.

Compressed writing - list

Spelling

Capitalization

Pre-writing: Group this with other orientation activities at beginning of the year. "Know-Your-School" would be the motivation.

Activity 3: Have students write from memory an alphabetically arranged list of people in their row or group.

Compressed writing - list

Capitalization

Pre-writing: Play record *I'VE GOT A NAME,* by Jim Croce or read short story by same name. Have students visit with their row or group to make list of names. Have each student make a "scrambled" list. Exchange papers in group. Recreate an unscrambled list.

Activity 4: Have students copy spelling list from board for their own study purposes. Exchange papers to correct copying.

Spelling

Pre-writing: Write spelling list on board. Discuss prefixes, suffixes, roots. Have students divide words in syllables.

GRADE 7 Activities

UNIT II: WRITE TO GIVE DIRECTIONS

Possible Grid Items

A. Write clear directions.

1. Complete information
2. Accurate information
3. Sequential arrangement

Activity: Have students bring from home a favorite family recipe written in standard recipe form.

Pre-writing: Ask students about their worst cooking flops. Discuss reasons—ingredients left out, added in wrong order, etc. Discuss recipe form, abbreviations commonly used.

Post-writing: Gather recipes into booklet. Have contest for cover. Duplicate for class distribution.

Spelling

Abbreviations

Capitalization

Standard of neatness

C. Write an organized list.

1. Using sequential order when necessitated by the task.
2. Using numerical order when necessitated by the task.
3. Using words, phrases, or sentences.

Activity: Read directions for drawing a geometric figure. Ask students to draw figure while listening. Students then write directions for drawing the figure they created.

Post-writing: Various student productions are displayed. Teacher then puts her original directions and the intended figure on the overhead. Discuss any possible improvements in directions.

Sentences

Spelling

GRADE 7 Activities

UNIT III: WRITE TO GIVE FORM TO EXPERIENCE

Possible Grid Items

A. Write about personal experiences in a variety of forms.

1. Use of own feelings, ideas, attitudes, and insights to subjectively convey the experiences.
2. Relation of events or activities in which one has actively participated.

Activity 1: Have students keep a journal or diary for a three-week period in conjunction with a "Who Am I" unit.

Diary or journal

Pre-writing: Give examples of interesting and dull diary entries. Encourage students to express feelings, not simply catalogue events. Students could be asked to use different styles of expression (i.e., poetry, narration, dialogue, varieties of points of view, etc.)

Activity 2: After approximately four weeks of school, have students write a paragraph recalling their feelings during their first few days as a 7th grade student.

Paragraph

Pre-writing: Hold class discussion on first four weeks: pros and cons of junior high, the changes in feelings from first days of school.

C. Use language appropriate for the task and audience.

1. Figurative
   - a. Metaphor
   - b. Personification
   - c. Simile
   - d. Hyperbole
   - e. Alliteration
2. Connotative
3. Denotative

Activity: Have students write a letter to a company complaining about or praising a product. Then ask students to write another letter to a friend, encouraging or discouraging the use of the same product.

Correspondence - business & social letters

Pre-writing: Discuss how the language of the two letters should differ.

UNIT IV: WRITE TO ORGANIZE AND CONVEY FACTUAL KNOWLEDGE

Possible Grid Items

A. Organize information in a manner appropriate for the content in order to convey factual information.

1. Grouping
2. Labeling
3. Sequencing

Activity: Scramble the names of characters, places, important items in a novel. Have students unscramble and put into correct groups. Scramble events and have students rearrange in proper sequence.

Capitalization

List

B. Write a topic outline in correct form.

1. Centered title which states the topic or main idea.
2. Main headings numbered with Roman numerals followed by a period.
3. Two or more subtopics of the main heading indicated by using a capital letter followed by a period.
4. Two or more divisions of the subtopic indicated by using Arabic numerals followed by a period.
5. First word of each entry capitalized.
6. No terminal punctuation.
7. Indented according to form specified.
8. Use of parallel expression in entries.

Activity: Have students outline a chapter from a book or an article from a magazine such as *Scholastic*.

Outline

Pre-writing: Have class work together to create an outline according to the technique in the Individualized Language Arts manual. Then create a formal outline of this same material. Students should use this class-created formal outline as a model in outlining the new material of assignment.

UNIT IV: WRITE TO ORGANIZE AND CONVEY FACTUAL KNOWLEDGE (continued)

Possible Grid Items

C. Write a correct topically developed paragraph.

1. Topic sentence (in a variety of locations within the paragraph).
2. All statements in the paragraph related to the topic sentence.
3. First sentence indented.
4. Margins on left and right sides.
5. Logical organization for the task.
6. Coherent, i.e., fluent sentence organization within the paragraph.
7. Simple transitions.

Activity: Have students create a topically developed paragraph centered around a pre-established topic sentence, such as:

Paragraph

1. The automobile is a dangerous nuisance.
2. Parents are/are not too hard on their children.
3. Television leads to a higher crime rate.

Students should include at least three reasons to support their opinions.

Post-writing: Have the students do the above assignment on transparencies. Teacher may then randomly select a few to critique on the overhead.

CHOSEN UNIT I: WRITE TO MAKE CRITICAL STATEMENTS

Possible Grid Items

Activity 1: Have students choose the qualities that they consider most important in a friend and write a multi-paragraph essay presenting the experiences and thoughts that led them to choose these qualities.

Pre-writing: Conduct a class discussion about the most important qualities to be found in a friend. Ask students to support their responses with experiences or reasons.

Lit. forms -
expository essay

Paragraphs - all

Activity 2: Have students write a multi-paragraph essay describing their concept of the perfect school, family, or system for social order (police, army, behavior modification), for a future society.

Pre-writing: Conduct a class (or group) discussion identifying the problems existing in the present system and possible methods of correction.

Prose -
expository essay

Paragraphs - all

Activity 3: Have students select and spend approximately three classes researching one of the following topics:

1. Euthanasia.
2. Legalizing abortion.
3. Changing the legal drinking age.
4. Legalizing marijuana.
5. The energy crisis.
6. Passage of equal rights amendment.
7. Cigarette smoking.
8. Gun control laws.

Students should take some notes on research information. After collecting data, each student should reach a conclusion as to his/her attitude towards the issue. He/she must then formulate an assertion based on factual information (i.e., Legalized Abortion Constitutes Federal Murder).

The student will then develop a multi-paragraph essay explaining and supporting his/her position with at least three pieces of evidence.

Pre-writing: Discuss and make examples of assertions. Also discuss potential library sources for gathering data.

Prose -
expository essay

Comp. writing -
notes

Reference material

Paragraphs - all

UNIT I WRITE TO GIVE DIRECTIONS

A. **Write clear directions.**
   1. **Complete information**
   2. **Accurate information**
   3. **Sequential arrangement**

B. Select information appropriate to the task (e.g., relevant references, preferences, details).

C. Write an organized list.
   1. Using sequential order when necessitated by the task
   2. Using numerical order when necessitated by the task
   3. Using words, phrases, or sentences

D. Use the most simple language available to you and to the audience.
   1. Concise
   2. Denotative meanings emphasized
   3. Message written clearly for the specified audience

E. Practice giving directions until the language directs the audience efficiently.*

F. Explain the necessity of using logical, exact progressive order in giving directions.**

*Attitude objective
**Concept objective

UNIT II WRITE TO RECALL DETAIL OF FACT OR EVENT

A. **Recall detail of fact or event accurately.**
  1. **Recall of what was experienced through a variety of senses in order to make the recollection complete**
  2. **True to the writer's knowledge**
  3. **Including specific detail**
  4. **Presented objectively**

B. Select information appropriate to the task (e.g., relevant references, preferences, details).

C. Use language appropriate for the audience and the task.

D. Write an organized list.
  1. Sequential order when necessitated by the task.
  2. Number entries
  3. Words, phrases, or sentences

E. Write a narrative.
  1. An account of any experience or situation
  2. Organized details in a logical sequence
  3. Written objectively when necessitated by the task
  4. Written subjectively or imaginatively when necessitated by the task

F. Write a multi-paragraph essay.
  1. Introductory statement(s)
  2. Organized body
  3. Closing statement(s)

G. Explain the difference between fact and opinion.**
  1. Fact - a piece of information
    a. Generally held to be true; or
    b. True from one's own experience
  2. Opinion - a belief or conclusion held with confidence, but not substantiated by positive knowledge or proof

H. Take the risk of sharing a personal experience until everyone feels comfortable doing so.*

I. Respond receptively to others' remarks until everyone feels comfortable with sharing situations.*

*Attitude objective
**Concept objective

UNIT III WRITE TO CONVINCE OTHERS

A. Use persuasive language in order to convince.
   1. Appeal to emotions
   2. Appeal to senses
   3. Appeal to intellect
   4. Emphasis of connotative, figurative, or subtle meanings
   5. Intended to change or direct the audience's point of view

B. Support your opinion(s) through at least two examples of evidence.
   1. Drawn from personal experience
   2. Other sources referred to and/or quoted

C. Write well-developed reasons in order to persuade.
   1. Ideas of others anticipated in order to make argument complete
   2. At least two aspects of the topic developed

D. Select information appropriate to the task (e.g., relevant references, preferences, details).

E. Explain the difference between fact and opinion.**
   1. Fact - a piece of information
      a. Generally held to be true; or
      b. True from one's own experience
   2. Opinion - a belief or conclusion held with confidence, but not substantiated by positive knowledge or proof

F. Practice persuading others until the audience realizes the validity of the argument.*

G. Risk forming and sharing an opinion until one feels comfortable doing so.*

H. Respond receptively to others' opinions until everyone feels comfortable sharing opinions.*

I. Explain the necessity of support in persuading or convincing.**

*Attitude objective
**Concept objective

UNIT IV WRITE TO GIVE FORM TO IMAGINATIVE CONTENT

A. **Write imaginative content in a variety of forms.**
   1. **Subject matter which is fanciful or make-believe**
   2. **Meaning or significance of the written work created by imagination or creativity**

B. Select experiences, feelings, insights, or ideas which are focused for the task (free of irrelevant detail).

C. Use language appropriate for the task and audience.
   1. Figurative
      a. Metaphor
      b. Simile
      c. Personification
      d. Hyperbole
      e. Alliteration
   2. Connotative
   3. Denotative

D. Use descriptive words.
   1. Words which cause the audience to experience vicariously
   2. Words which appeal to the senses

E. Write to develop several dimensions of the subject so an audience can relate to what is written (i.e., experience it as if it were happening at this moment).
   1. Words which appeal to various senses
   2. Balance of development to achieve wholeness

F. Write a narrative.
   1. An account of an experience or situation
   2. Details organized in a logical sequence
   3. Written objectively when necessitated by the task
   4. Written subjectively or imaginatively when necessitated by the task

continued on next page

UNIT IV WRITE TO GIVE FORM TO IMAGINATIVE CONTENT (continued)

G. Write a story according to a specified form (e.g., myth, folk tale, fable, original story).
    1. Written from a third-person point of view
    2. Development of character, setting, and plot
    3. Progress from problem to solution
    4. Focus of attention on a single incident
    5. Written in length which can be read at one sitting

H. Write in a poetic form when appropriate for the task.
    1. Limerick
        a. Five lines
        b. *a, a, b, b, a* rhyme scheme
        c. 3-3-2-2-3 stress (rhythm pattern)
    2. Quatrain
    3. Free verse
    4. Haiku

I. Write dialogue in correct form.
    1. Conversational form
        a. Quotation marks used correctly
        b. Dialogue punctuated correctly
        c. Appropriate capitalization
        d. Paragraph change with speaker change
    2. Dramatic form
        a. Speaker indicated in margin in capital letters, followed by a colon
        b. Double-space between speakers

J. Reach inside yourself until you can come in contact with those things to which you wish to give expression.*

K. Practice giving form to imaginative content until the audience can relate to what you are saying.*

L. Explain what is meant by "imagination" (power of creating images of things).**
    1. Once known but absent
    2. Never seen
    3. Never seen in their entirety
    4. Actually non-existent
    5. Created new from diverse old elements
    6. Perfected or idealized

*Attitude objective
**Concept objective

CHOSEN UNIT I: WRITE TO MAKE CRITICAL STATEMENTS

A. **Make an assertion on a controversial issue.**

   1. Based on collected factual data
   2. Stated as an opinion

B. **Include complete information.**

   1. From a variety of sources
   2. On different sides of the issue

C. Select information appropriate to the task.

D. Use language appropriate to the task and audience.

E. Write a correct topically developed paragraph.

   1. Topic sentence (in a variety of locations within the paragraph)
   2. All statements in the paragraph related to the topic sentence
   3. First sentence indented
   4. Margins on all sides
   5. Logical organization for the task
   6. Coherent; i.e., fluent sentence organization within the paragraph
   7. Simple transitions

F. Write a multi-paragraph essay.

   1. Introductory statement(s)
   2. Organized body
   3. Closing statement(s)

CHOSEN UNIT II: WRITE TO CREATE AN EFFECT

A. **Use appropriate device(s).**

   1. Images
   2. Rhythm
   3. Repetition

B. Use language appropriate to the task and audience.

   1. Figurative

      a. Metaphor
      b. Personification
      c. Simile
      d. Hyperbole
      e. Alliteration
      f. Idiom
      g. Onomatopeia

   2. Connotative
   3. Denotative

C. Write in prose form when appropriate to the task.

   1. Internal coherence
   2. Indented first line
   3. Margins on all sides

D. Write in poetic form when appropriate to the task.

   1. Limerick

      a. Five lines
      b. a,a,b,b,a rhyme scheme
      c. 3-3-2-2-3 stress pattern (rhythm pattern)

   2. Quatrain
   3. Free verse
   4. Haiku

CHOSEN UNIT III: WRITE TO INVENT IMAGES

A. Write words, phrases, or sentences which cause the audience to replicate visually what is in the writer's mind (i.e., convey a mental picture).

B. Use vivid, sensory language effectively (i.e., words or phrases which appeal to the five senses).

C. Use language appropriate to the task and audience.

1. Figurative

   a. Metaphor
   b. Personification
   c. Simile
   d. Hyperbole
   e. Alliteration
   f. Idiom
   g. Onomatopeia

2. Connotative
3. Denotative

D. Write in prose form when appropriate to the task.

1. Internal coherence
2. Indented first line
3. Margins on all sides

E. Write in poetic form when appropriate to the task.

1. Limerick

   a. Five lines
   b. a,a,b,b,a rhyme scheme
   c. 3-3-2-2-3 stress pattern (rhythm pattern)

2. Quatrain
3. Free verse
4. Haiku

CODINGS FOR GRADE 8 EXPECTED UNITS

	English Grammar & Composition	Guide to Modern English	Individualized Language Arts	Modern English In Action	Patterns of Communicating	Real World English	S.C.O.R.E.
UNIT I – WRITE TO GIVE DIRECTIONS							
A. Write clear directions				S/113/Ex Act. 9		S/24-28/Ex, P Through Writing S/28/En Extensions S/49-53/Ex, P Through Writing S/53/En Extensions	
C. Write an organized list				S/106-107/Ex, P Giving Directions Act. 2 S/109/P Act. 4			
D. Use the most simple language available to you and to the audience.			T/101-106/Ex Sentence Reduction T/190-195/Ex Embedding			S/11-14/Ex, P Through Writing S/14-15/En Extensions S/39-42/Ex, P S/43/En Extensions	

	English Grammar & Composition	Guide to Modern English	Individualized Language Arts	Modern English In Action	Patterns of Communicating	Real World English	S.C.O.R.E.
D. Use the most simple language available to you and to the audience (continued)						S/54-57/Ex, P Through Writing S/58/En Extensions	
UNIT II – WRITE TO RECALL DETAIL OF FACT OR EVENT							
A. Recall detail of fact or event accurately		S/1-5/Ex, P Writing Paragraphs and Short Themes	T/101-106/Ex Sentence Reduction	S/115-118/Ex Reporting S/119/P Act. 1 and 2 S/365/P Practice 12		S/34-38/Ex, P Through Writing S/38/En Extensions S/86-88/Ex, P Through Writing S/88/En Extensions	
C. Use language appropriate for the audience and the task.					S/324-336/Ex, P		

	English Grammar & Composition	Guide to Modern English	Individualized Language Arts	Modern English In Action	Patterns of Communicating	Real World English	S.C.O.R.E.
D. Write an organized list.						S/20-23/Ex, P Through Writing S/23/En Extensions S/81-85/Ex, P Through Writing S/85/En Extensions	
E. Write a narrative	S/360-378/Ex,P			S/331/P Practice 5 - Writing a Vivid Paragraph S/431/P, En Relating an Experience - Practice S/451/P Writing a Report Practice 30		S/6-10/Ex, P Through Writing S/10/En Extensions	
F. Write a multi-paragraph essay			T/36-44/Ex Expansion by Paragraphing T/45-48/Ex Framed Paragraph T/49-90/Ex Outlining	S/80-83/Ex Act. 5 - Planning Your Comp.			

	English Grammar & Composition	Guide to Modern English	Individualized Language Arts	Modern English In Action	Patterns of Communicating	Real World English	S.C.O.R.E.
F. (continued)			T/101-106/Ex Sentence Reduction T/173-176/Ex Movability T/190-195/Ex Embedding				
UNIT III – WRITE TO CONVINCE OTHERS							
A. Use persuasive language in order to convince.							S/64/Ex, P Know and Use Propaganda Techniques
B. Support your opinion(s) through at least two examples of evidence.				S/130/Ex, P Giving Support to Opinions - Act. I	S/165-176/Ex,P Supporting Evidence	S/113-117/Ex, P S/118/En	
C. Write well-developed reasons in order to persuade.						S/95-98/Ex, P S/99/En	

	English Grammar & Composition	Guide to Modern English	Individualized Language Arts	Modern English In Action	Patterns of Communicating	Real World English	S.C.O.R.E.
D. Select information appropriate to the task (e.g., relevant reference, preferences, details),						S/100-103/Ex, P Through Writing S/103/En Extensions	
E. Explain the difference between fact and opinion.	S/508-510/Ex,P	S/36-39/Ex, P Facts and Opinions S/39-45/Ex, P Evaluating Opinions S/45-52/Ex, P Stacking the Cards S/52-64/Ex, P How Words Can Distort Reality S/64-69/Ex, P How To Keep a Discussion From Turning Into a Fight					
F. Practice persuading others until the audience realizes the validity of the argument				S/131-133/Ex,P Ways to Persuade Act. 2 and 3 S/133-135/P Writing Persuasively-Act. 4 & 5			

	English Grammar & Composition	Guide to Modern English	Individualized Language Arts	Modern English In Action	Patterns of Communicating	Real World English	S.C.O.R.E.
UNIT IV – WRITE TO GIVE FORM TO IMAGINATIVE CONTENT							
A. Write imaginative content in a variety of forms.				S/137-138/Ex Using a Novel Viewpoint S/139-140/P Act. 1 and 2			
B. Select experiences, feelings, insights, or ideas which are focused for the task (free of irrelevant detail).	S/605-611/P						
C. Use language appropriate for the task and audience.			T/91-94/Ex Expansion by Modification T/95-100/Ex Expansion by Duplication T/107-113/Ex Slotting--Basic Sentences	S/23/Ex Making Comparisons-Act. 4 & 5	S/106-135/Ex, P	S/119-121/Ex, P Through Writing S/121/En Extensions	

	English Grammar & Composition	Guide to Modern English	Individualized Language Arts	Modern English In Action	Patterns of Communicating	Real World English	S.C.O.R.E.
C. (continued)			T/114-120/Ex Slotting--Noun Phrases T/121-142/Ex Slotting--Verb Phrases T/143-149/Ex Slotting--Clauses T/150-155/Ex Slotting--Prepositional Phrases T/156-159/Ex Slotting--Appositives T/160-172/Ex Slotting--Verbal Phrases T/210-215/Ex Exclamatory Sentence				
D. Use descriptive words.	S/538-539/Ex,P S/570-577/Ex,P		T/33-35/Ex Sentence Synthesis T/36-44/Ex Expansion by Paragraphing T/49-90/Ex Outlining	S/2/Ex, P Using Exact Words-Act. 2-3 S/101/Ex Guides for Description S/102-103/P Act. 9 and 10		S/44-48/Ex, P Through Writing S/48/En Extensions	

	English Grammar & Composition	Guide to Modern English	Individualized Language Arts	Modern English In Action	Patterns of Communicating	Real World English	S.C.O.R.E.
D. (continued)			T/91-94/Ex Expansion by Modification T/95-100/Ex Expansion by Duplication T/107-113/Ex Slotting--Basic Sentences T/114-120/Ex Slotting--Noun Phrases T/121-142/Ex Slotting--Verb Phrases T/143-149/Ex Slotting--Clauses T/150-155/Ex Slotting--Prepositional Phrases T/156-159/Ex Slotting--Appositives T/160-172/Ex Slotting--Verbal Phrases T/173-176/Ex Movability	S/239-240/Ex,P Act. 4 - Vigorous Verbs, Practice 5, 6 S/242/P Practice 9 S/300-301/Ex,P Using Adjectives Effectively S/304/P Practice 8			

	English Grammar & Composition	Guide to Modern English	Individualized Language Arts	Modern English In Action	Patterns of Communicating	Real World English	S.C.O.R.E.
D. (continued)			T/190-195/Ex Embedding T/210-215/Ex Exclamatory Sentence				
E. Write to develop several dimensions of the subject so an audience can relate to what is written (i.e., experience it as if it were happening at this moment).			T/121-142/Ex Slotting–Verb Phrases T/143-149/Ex Slotting–Clauses T/206-209/Ex Imperative Sentence				
F. Write a narrative.				S/67-69/ Arranging Details for Coherence Act. 15 and 16 S/88-89/Ex Telling About a Real Experience S/89-92/Ex Act. 3 S/92/P Act. 4 S/421/P Practice 8			

	English Grammar & Composition	Guide to Modern English	Individualized Language Arts	Modern English In Action	Patterns of Communicating	Real World English	S.C.O.R.E.
G. Write a story according to a specified form (e.g., myth, folk tale, fable, original story).	S/596-598/P			S/141-143/Ex,P Suggestions for the Tale of Imagination Act. 3 and 4			
H. Write in a poetic form when appropriate for the task.					S/180-184/Ex, P S/184-189/Ex, P S/190-194/Ex, P		
I. Write dialogue in correct form.				S/94/Ex, P Guides for Punctuations-Quotations Act. 6			
J. Reach inside yourself until you can come in contact with those things to which you wish to give expression							
K. Practice giving form to imaginative content until the audience can relate to what you are saying.							
L. Explain what is meant by "imagination" (power of creating images of things).							

CODINGS FOR GRADE 8 CHOSEN UNITS

	English Grammar & Composition	Guide to Modern English	Individualized Language Arts	Modern English In Action	Patterns of Communicating	Real World English	S.C.O.R.E.
UNIT I – WRITE TO MAKE CRITICAL STATEMENTS							
A. Make an assertion on a controversial issue.	S/46-49/Ex, P General Reference S/415-435/Ex, P S/512-543/Ex, P S/544-546/Ex,P S/549-551/Ex,P S/598-605/Ex,P	S/72-90/Ex, P Using the Dictionary S/90-95/Ex, P Tracking Down Material S/95-99/Ex, P Reader's Guide S/99-101/Ex, P Reference Books		S/1-5/Ex, P Using Dictionary Activity 1, 2, 3 S/24-28/Ex, P Through Writing S/28/En Extensions S/32/P Activity 4 Combining Sentences by Joining Clauses S/35-36/Ex, P Eliminating Danglers S/81-85/Ex, P Through Writing S/217-222/Ex, P Explore Libraries S/222/Ex, P Encyclopedias Activity 5 S/223-224/Ex, P Reference Books Activity 6	S/85-103/Ex, P S/418-420/Ex Library use	S/85/En Extensions	

	English Grammar & Composition	Guide to Modern English	Individualized Language Arts	Modern English In Action	Patterns of Communicating	Real World English	S.C.O.R.E.
A. (continued)				S/224-225/Ex, P Reader's Guide to Periodical Literature, Act. 7 and 8			
D. Use language appropriate to the task and audience					S/324-336/Ex, P		
E. Write a correct topically developed paragraph. See codings for G/8/Paragraphs.							
F. Write a multi-paragraph essay.			T/36-44/Ex Expansion by Paragraphing T/45-48/Ex Framed Paragraph T/49-90/Ex Outlining T/101-106/Ex Sentence Reduction T/173-176/Ex Movability T/190-195/Ex Embedding	S/80-83/Ex Act. 5 - Planning Your Comp.			

	English Grammar & Composition	Guide to Modern English	Individualized Language Arts	Modern English In Action	Patterns of Communicating	Real World English	S.C.O.R.E.
UNIT II – WRITE TO CREATE AN EFFECT							
B. Use language appropriate to the task and audience					S/324-336/Ex,P		
D. Write in poetic form when appropriate to the task.				S/185-191/Ex, P Exploring Poetry	S/180-184/Ex, P S/180-184/Ex, P Through on Your own S/184-189/Ex, P S/190-194/Ex, P S/190-194/Ex, P Free Verse	S/108-111/Ex, P S/112/En Extensions	
UNIT III – WRITE TO INVENT IMAGES							
A. Write words, phrases, or sentences which cause the audience to replicate visually what is in the writer's mind (i.e., convey a mental picture).	S/378-388/Ex,P S/538-539/P S/570-577/Ex, P S/593-595/P		T/33-35/Ex Sentence Synthesis T/36-44/Ex Expansion by Paragraphing T/49-90/Ex Outlining T/91-94/Ex Expansion by Modification	S/2/Ex, P Using Exact Words Act. 2-3 S/101/Ex Guides for Description S/102-103/P Act. 9 and 10 S/239-240/Ex,P Act. 4-Vigorous Verbs, Practice 5, 6		S/44-48/Ex, P Through Writing S/48/En Extensions	

	English Grammar & Composition	Guide to Modern English	Individualized Language Arts	Modern English In Action	Patterns of Communicating	Real World English	S.C.O.R.E.
A. (continued)			T/206-209/Ex Imperative Sentence T/210-215/Ex Exclamatory Sentence				
C. Use language appropriate to the task and audience.					S/324-336/Ex, P		
E. Write in poetic form when appropriate to the task			T/121-142/Ex Slotting--Verb Phrases T/143-149/Ex Slotting--clauses T/206-209/Ex Imperative Sentence	S/185-191/Ex,P Exploring Poetry	S/180-184/Ex, P Through on your own S/184-189/Ex, P S/190-194/Ex, P Free Verse	S/108-111/Ex, P S/112/En Extensions	

	English Grammar & Composition	Guide to Modern English	Individualized Language Arts	Modern English In Action	Patterns of Communicating	Real World English	S.C.O.R.E.
A. (continued)			T/95-100/Ex Expansion by duplication T/107-113/Ex Slotting--Basic Sentences T/114-120/Ex Slotting--Noun Phrases T/121-142/Ex Slotting--Verb Phrases T/143-149/Ex Slotting--clauses T/150-155/Ex Slotting-Prepositional phrases T/156-159/Ex Slotting--Appositives T/160-172/Ex Slotting--Verbal Phrases T/173-176/Ex Movability T/190-195/Ex Embedding	S/242/P Practice 9 S/300-301/Ex,P Using Adjectives Effectively S/304/P Practice 8			

CODINGS FOR GRADE 8 EXPERIENCES GRID

	English Grammar & Composition	Guide to Modern English	Individualized Language Arts	Modern English In Action	Patterns of Communicating	Real World English	S.C.O.R.E.
Literary Forms							
PROSE							
1. Sentence			T/95-100/Ex Expansion by Duplication T/101-106/Ex Sentence Reduction T/107-113/Ex Slotting--Basic Sentences T/114-120/Ex Noun Phrases T/121-142/Ex Slotting--Verb Phrases T/143-149/Ex Slotting--Clauses T/150-155/Ex Slotting--Prepositional Phrases T/156-159/Ex Slotting--Appositives T/160-172/Ex Slotting--Verbal Phrases	S/25-28/Ex, P Building Sentences - Act. 1&2 S/374-378/Ex, P Concise Clear Sentence, Practice 1, 2, 3, 4 S/426-427/ Varied Beginning Practice 2 S/428-430/Ex, P Vary Sentences Practice 4, 5, 6 S/487-488/P, En Practice 19			

	English Grammar & Composition	Guide to Modern English	Individualized Language Arts	Modern English In Action	Patterns of Communicating	Real World English	S.C.O.R.E.
1. (continued)			T/173-176/Ex Movability T/177-180/Ex Inverted Sentences T/181-184/Ex Passive Voice T/185-189/Ex Expletive Sentence T/190-195/Ex Embedding				
3. Book report	S/454-455/Ex,P	S/15-16/P A New Type of Book Report					
4. Diary or journal						S/34-38/Ex, P Through Writing S/38/En Extension	
5. Interview				S/120/Ex Ideas for Interviewing S/120-122/P Activity 3 and 4 S/122-123/P, En Activity 5			

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6. Report	S/441-454/Ex,P			S/115-118/Ex Reporting S/127/P Activity 8			
8. Story	S/596-598/P			S/95-100/Ex Writing Short Stories S/100-101/P Activity 8 S/141-143/Ex, P Suggestions for the Tale of Imagination, Act. 4			
10. Autobiography				S/95/Ex, P Planning an Autobiography Act. 7			
11. Description	S/378-388/Ex,P S/538-539/P S/593-595/P					S/44-48/Ex, P Through Writing S/48/En Extensions	
12. Narrative	S/360-378/Ex,P			S/74-76/Ex, P Hints for Getting Ideas and Activities 3 S/77-79/Ex, P Purpose and Tone Activity 4			

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14. Book review				S/172-174/Ex, P Guides for Making a Book Report Activity 4, 5			
18. Expository essay	S/415-435/Ex,P S/598-605/Ex,P						
20. Persuasive essay					S/161-177/Ex, P Overview of Persuasive Essay	S/113-117/Ex, P S/118/En	
POETRY							
General				S/185-191/Ex, P Exploring Poetry			
2. Free verse					S/180-184/Ex, P Through on Your Own S/190-104/Ex, P Free Verse	S/108-111/Ex, P S/112/En Extensions	
5. Haiku					S/184-189/Ex, P		
COMPRESSED WRITING							
1. List						S/11-14/Ex, P Through Writing S/14-15/En Extension S/20-23/Ex, P Through Writing	

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1. (continued)						S/23/En Extension S/39-42/Ex, P Through Writing S/43/En Extension	
3. Notes or records or logs				S/209-211/Ex, P Taking Notes While Listening Act. 6 and 7		S/54-57/Ex, P S/58/En Extension S/59-64/Ex, P Through Writing S/64/En Extension S/86-88/Ex, P Through Writing S/88/En Extensions S/89-93/Ex, P Through Writing S/93/En Extensions	
5. Personal information forms						S/100-103/Ex, P Through Writing S/103/En Extensions	

	English Grammar & Composition	Guide to Modern English	Individualized Language Arts	Modern English In Action	Patterns of Communicating	Real World English	S.C.O.R.E.
6. Summary	S/436-444/Ex,P						
7. Want ad						S/71-75/Ex, P Through Writing S/75/En Extensions	
8. Outline (formal)	S/485-490/Ex,P				S/421/Ex Outline Form	S/29-32/Ex, P Through Writing S/32-33/En Extensions	
CORRESPONDENCE							
General				S/363-364/P Practice 10-- Punct. a Letter	S/415-417/Ex Business and Social Letters		
1. Social letter and envelope	S/456-468/Ex,P	S/123-141/Ex,P Friendly Letters		S/372-373/P Capitalizing a Letter, Prac. 3 S/451/P Writing a Letter Practice 28		S/49-53/Ex, P Through Writing S/53/En Extensions S/65-70/Ex, P Through Writing S/70/En Extensions S/104-107/Ex, P Through Writing S/107/En Extensions	

	English Grammar & Composition	Guide to Modern English	Individualized Language Arts	Modern English In Action	Patterns of Communicating	Real World English	S.C.O.R.E.
2. Business letter and envelope	S/468-479/Ex,P	S/141-155/Ex,P Business Letters		S/159-161/Ex		S/123-127/Ex, P Through Writing S/127/En Extensions	
REFERENCE MATERIAL							
General	S/46-49/Ex, P General Reference				S/418-420/Ex Library Use		
1. Pictionary				S/32/P Activity 4 Combining Sentences by Joining Clauses S/35-36/Ex, P Eliminating Danglers			
3. Dictionary	S/512-543/Ex,P	S/72-90/Ex, P Using the Dictionary		S/1-5/Ex, P Using Dictionary Activity 1, 2, 3	S/85-103/Ex, P		
4. Media materials		S/90-95/Ex, P Tracking Down Material		S/217-222/Ex, P Explore Libraries S/223-224/Ex, P Reference Books Activity 6			
5. Encyclopedia	S/544-546/Ex,P	S/99-101/Ex, P Reference Books		S/222/Ex, P Encyclopedias Activity 5			

	English Grammar & Composition	Guide to Modern English	Individualized Language Arts	Modern English In Action	Patterns of Communicating	Real World English	S.C.O.R.E.
10. Reader's Guide	S/549-551/Ex,P	S/95-99/Ex, P Reader's Guide		S/224-225/Ex, P Reader's Guide to Periodical Literature, Act. 7 and 8			
11. Schedules and maps				S/24-28/Ex, P Through Writing S/28/En Extensions S/81-85/Ex, P Through Writing		S/85/En Extensions	

CODINGS FOR GRADE 8 WRITING MECHANICS GRID

	English Grammar & Composition	Guide to Modern English	Individualized Language Arts	Modern English In Action	Patterns of Communicating	Real World English	S.C.O.R.E.
AGREEMENT	S/146-163/Ex,P	S/249-279/Ex,P Using Verbs S/ /Ex, P Words Separating Subject and Verb S/286-288/Ex,P Compound Subjects S/288-291/Ex,P Verb Before Subject S/291-295/Ex,P Let the Meaning Decide S/295-298/Ex,P Two Demons	T/101-106Ex Sentence Reduction T/107-113/Ex Slotting--Basic Sentences T/114-120/Ex Slotting--Noun Phrases T/121-142/Ex Passive Voice T/121-142/Ex Slotting--Verb Phrases T/150-155/Ex Slotting--Prepositional Phrases	S/256-257/Ex,P Making Verbs Agree with Thei Subject S/258-260/Ex,P Practice 4.5, B3, B4 S/260-262/Ex,P B 5, 6, 7 Practice 7 and 8 S/263-265/P Practice 10 Mastery Test 3A and 3B S/266-287/Ex,P Using Correct Verb Form	S/337-347/Ex, P Subject-Verb Agree S/347-352/Ex,P Pronoun Agree S/ /Ex, P Pronoun/ Antecedent/ Agreement		

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	English Grammar & Composition	Guide to Modern English	Individualized Language Arts	Modern English In Action	Patterns of Communicating	Real World English	S.C.O.R.E.
AGREEMENT (continued)			T/160-172/Ex Slotting--Verbal Phrases T/185-189/Ex Expletive Sentence T/196-205/Ex Interrogative Sentence	S/314-315/Ex,P This, That, These Those S/348-349/Ex,P Making Pronouns Agree with Antecedents Practice 10 S/474/P, En Practice 7 - Agr., Subj. & Verb			
CAPITALIZATION							
General	S/220-222/Ex,P Proper Names S/223-224/Ex,P Proper Adjectives S/229-233/P Review	S/361-369/Ex,P Capitalization: Special Problems		S/367/P Diagnostic Test S/371-372/P Capitalizing Correctly Practice 2 S/373/P, En Mastery Test 11B S/486-487/P,En Practice 18	S/398-400/Ex Capitalization Handbook		
1. Names of people or things		S/359-361/Ex,P Capital Letters: Proper Nouns		S/368-371, Ex Proper Nouns S/371/P Practice 1			
2. Pronoun "I"	S/217/Ex			S/368/Ex K-1			

	English Grammar & Composition	Guide to Modern English	Individualized Language Arts	Modern English In Action	Patterns of Communicating	Real World English	S.C.O.R.E.
4. Beginning of sentences	S/216-217/Ex			S/368/Ex K-1			
10. Salutation or greeting of letter				S/368/Ex K-3			
11. Impprtant words in titles	S/226-27/Ex, P						
13. Personal titles	S/225-226/Ex,P Personal Titles						
PARAGRAPHS							
General	S/394-405/Ex,P Development Through Detail and Example	S/16-20/Ex, P Faulty Paragraph			S/138-140/Ex To Writing Better Paragraphs--Background on Multi-Paragraphs		
3. Definition	S/338-389/Ex		T/36-44/ Expansion by Paragraphing T/45-48/Ex Framed Paragraph T/49-90/Ex Outlining T/101-106/Ex Sentence Reduction T/173-176/Ex Movability	S/47-49/Ex Paragraph Unity S/49-50/P Activity 1--Finding the Unrelated Sentence S/53/Ex Guides for Writing Unified Paragraphs S/54-55/P Activity 5			
4. Topic sentence	S/389-394/Ex,P	S/1-5/Ex, P Writing Paragraphs and Short Themes	T/36-44/ Expansion by Paragraphing	S/39-40/Ex The Topic Sentence	S/140-141/Ex, P To Clincher Sentence		

	English Grammar & Composition	Guide to Modern English	Individualized Language Arts	Modern English In Action	Patterns of Communicating	Real World English	S.C.O.R.E.
4. (continued)		S/5/P Writing a Paragraph	T/45-48/Ex Framed Paragraph T/49-90/Ex Outlining T/101-106/Ex Sentence Reduction T/173-176/Ex Movability	S/40-42/P Activity 9--Criticizing Topic Sentences S/42/P Activity 10--Writing Topic Sentences S/51-53/P Activity 3--Expressing Main Idea			
5. Sentences related to the topic sentence	S/405-408/Ex,P		T/36-44/Ex Expansion by Paragraphing T/49-90/Ex Outlining T/101-106Ex Sentence Reduction			S/76-80/Ex, P Through Writing S/80/En Extensions	
6. Simple transitions within paragraph	S/412-414/		T/36-44/Ex Expansion by Paragraphing T/45-48/Ex Framed Paragraph T/49-90/Ex Outlining T/173-176/Ex Movability	S/82-83/Ex Word Bridges			

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7. Logical Organization	S/408-412/Ex,P			S/67-69/Ex Guides for Writing Coherent Paragraphs, Activity 15 S/69/P Activity 16		S/6-10/Ex, P Through Writing S/10/En Extensions	
8. Topic sentence in a variety of locations					S/141-144/Ex,P		
10. Development through example				S/55-57/Ex Methods of Developing Paragraphs, Activity 6 S/57/P Activity 7 S/59/P Activity 8			
11. Development through similarities/differences				S/62-64/Ex Comparing and Contrasting S/64/P Activity 12			
12. Multi-paragraph writing		S/28-33/Ex, P Writing longer Themes	T/36-44/Ex Expansion by Paragraphing T/45-48/Ex Framed Paragraph		S/145-150/Ex, P Types of Intros S/151-157/Ex,P Body of Essay S/151-159/Ex,P		

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12. (continued)			T/49-90/Ex Outlining T/173-176/Ex Movability				
PARTS OF SPEECH							
General	S/45-46/Ex, P S/48-49/Ex, P Review S/74-77/Ex, P Review	S/183-187/P Review		S/335-337/Ex, P Parts of Speech Practice 1 S/337/Ex, P Nouns, Adjectives, Practice 2 S/337-338/Ex, P Pronouns and Adjectives, Practice 3 S/338/Ex, P Prepositions and Adverbs, Prac. 4 S/338/P Practice 5 – Recognizing Parts of Speech S/339-340/P, En Recognizing Parts of Speech, Practice 7, 8A, 8B S/478-481/P, En Adjectives, Adverbs, Prepositions, Practice 10, 11	S/213-214/P Adjectives, Adverbs, Nouns, Verbs S/223/P Adjectives, Prepositions, Conjunctions, Pronouns S/228-229/P Review-Adjectives Adverbs, Nouns, Verbs, Phrases		

	English Grammar & Composition	Guide to Modern English	Individualized Language Arts	Modern English In Action	Patterns of Communicating	Real World English	S.C.O.R.E.
General (continued)				S/482/P, En Practice 13			
1. Adjectives	S/39-44/Ex, P S/47-48/Ex, P Diagraming Adj	S/161-164/Ex,P Adjectives		S/297-300/Ex, P Recognizing and Using Adjectives S/311-313/Ex,P Comparison of Adjectives-- Practice 1-2	S/208-210/Ex, P Through Practice S/215-216/Ex, P S/225-226/Ex, P Through Practice Adjective Phrases S/256-258/Ex, P Through Application		
2. Auxiliary verbs			T/121-142/Ex Slotting Verb Phrases T/160-172/Ex Slotting Verb Phrases		S/244-247/Ex, P		
3. Nouns	S/29-34/Ex, P	S/158-160/Ex, P Nouns		S/242-243/Ex S/244-245/P Practice 10, 9.9, Practice 11, 12 S/290-296/Ex,P Possessive of Nouns S/477/P, En Practice 9 -- Using Possessives and Plurals of Nouns	S/201-204/Ex, P Through No. 5 S/224-225/Ex, P Through No. 5-- Noun Phrase		

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3. (continued)				S/468-469/P,En Recognizing Nouns, Prac. 2			
4. Pronouns	S/34-39/Ex, P	S/174-176/Ex,P Pronouns		S/245/Ex, P A-10, A-11, Practice 13 S/341-343/Ex,P Using Pronouns Practice 1, 2, 3 S/343-344/Ex,P Subjects and Predicates, Pronoun, Practice 4 S/347-348/P Using Correct Pronouns, Practice 9 S/350-351/P, En Practice 11--Review	S/217-219/Ex, P Through Practice		
5. Verbs	S/50-59/Ex, P	S/164-168/Ex,P Verbs		S/236-239/Ex,P Action and Being Verbs, Practice 1, 2, 3, 4 S/239-244/Ex,P Activities 4, 5,6 S/266-287/Ex,P Using Verbs	S/204-208/Ex,P Through Practice S/226-227/Ex,P Verb Phrases S/267-299/Ex,P		

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5. (continued)				S/309-310/Ex,P Avoiding Wordiness, Practice 15 S/475-477/P, En Practice 8--Handling Troublesom Words			
6. Adverbs	S/60-67/Ex, P	S/168-173/Ex, P Adverbs		S/302-304/Ex, P Recognizing and Using Adverbs S/384-385/Ex,P Transitional Adverb Practice 4	S/210-211/Ex, P S/266/Ex, P Adverb Phrase S/250-255/Ex,P		
7. Conjunctions	S/71-74/Ex, P			S/396/Ex, P Subordinate Conjunction S/403/Ex, P Comma before Conjunction Practice 4	S/221-222		
8. Linking verbs				S/333/Ex, P Linking Verbs	S/242-243/Ex, P		
9. Prepositions	S/67-71/Ex, P	S/176-180/ Prepositions		S/305/Ex Recognizing and Using Prepositions	S/219-220/Ex, P		
10. Interjections	S/74/Ex	S/182-183/ Interjections					

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General			T/160-172/Ex Slotting Verbal Phrases T/173-176/Ex Movability T/177-180/Ex Inverted Sentence T/190-195/Ex Embedding T/196-205/Ex Interrogative Sentence T/206-209/Ex Imperative Sentence T/210-215/Ex Exclamatory Sentence				
1. Apostrophe	S/275-280/Ex,P				S/385-387/Ex,P Through No. 14		
2. Colon	S/262-264/Ex,P						
3. Comma	S/236-258/Ex,P	S/413-415/Ex,P Commas with Compound Sentences S/416-418/Ex,P Commas between Items in a Series		S/354-561/Ex,P The Comma S/390/Ex,P Punctuating Sentences with Participle	S/374-384/Ex,P		

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PUNCTUATION							
General	S/234-236/Ex,P End Marks S/282-284/P Review	S/408-412/Ex,P End Marks	T/33-35/Ex Sentence Synthesis T/45-48/Ex Framed Paragraph T/91-94/Ex Expansion by Modification T/95-100/Ex Expansion by Duplication T/107-113/Ex Slotting Basic Sentences T/114-120/Ex Slotting Noun Phrases T/121-142/Ex Slotting Clauses T/150-155/Ex Slotting Prepositional Phrases T/156-159/Ex Slotting Appositives	S/352-353/P Diagnostic Test 10A S/353-354/Ex,P Period, Question Mark, Exclamation Point, Practice 1 S/364-365/P Practice Sentence Correctly Practice 11 S/366/P, En Mastery Test 10B S/485-486/P, En Practice 17--Review of Punctuation S/488-489/P, En Practice 20-Punctuating Simple and Compound Sentences	S/371-373/P End Marks S/401-464/Ex Punctuation Handbook		

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3. (continued)		S/418-419/Ex,P Commas to Set Off Nouns of Address S/421-422/Ex,P Commas to Set Off Parenthetica Words S/422-424/Ex,P Commas with Addresses and Dates S/424-427/Ex,P Commas for Clearness		S/400/Ex, P Punctuating Adjective Clauses Practice 2 S/402-403/Ex,P Punctuation Adverb Clauses, Practice 4 S/483-484/P, En Practice 15 The Comma			
5. Direct quotations	S/266-272/Ex,P	S/427-431/Ex,P Punctuating Quotations		S/94/Ex, P Guides for Punctuating Quotations, Act. 6 S/361-363/Ex,P Quotation Marks Practice 9 S/425-426/Ex,P Vary Your Sentences Practice 1 S/484/P, En Practice 16	S/389-393/Ex, P Through Practice		
6. Exclamation mark					S/371/Ex		

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7. Hyphen	S/280-282/Ex,P Through No. 2						
9. Period				S/354/Ex Period	S/370/Ex S/397-398/Ex Abbreviations		
10. Question mark					S/370/Ex		
11. Quotation marks	S/272-274/Ex,P				S/393-395/Ex,P Through Applications Titles		
12. Semicolon	S/259-262/Ex,P				S/395-396/Ex,P		
14. Underline titles of books, etc	S/264-265/Ex,P	S/ / Punctuating Titles					
SENTENCES: KINDS							
General	S/143-144/ Review S/330-335/Ex,P Run-Ons S/350-359/Ex,P	S/205-225/Ex,P Improving Sentences S/233-239/Ex,P Run Togethers	T/33-35/EX Sentence Synthesis T/107-113/Ex Slotting--Basic Sentences T/190-195/Ex Embedding T/196-205/Ex Interrogative Sentence	S/409-411/P Practice 11--Punctuation Sentences, Practice 12 S/412-415/Ex,P Sentences and Sentence Fragments,Diagnostic Test, Prac. 1 & 2 S/418-420/Ex,P Run-Together Sentences, Practice 6			

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General (continued)			T/206-209/Ex Imperative Sentence T/210-215/Ex Exclamatory Sentence	S/421/P Practice 8 S/422-423/P,En Sentences and Sentence Fragments Mastery 13B and Practice 9 S/491/P, En Practice 23 S/492-494/P, En Practice 24, 25, 26			
1. Simple sentences	S/131-133/Ex,P			S/471-473/P,En Practice 5 -- Writing Sentences with Compound Subject and Predicate			
2. Compound sentences	S/133-138/Ex,P S/336-341/Ex,P			S/379-384/Ex,P Compound Sentences S/386-387/Ex,P Unified Compound Sent[illegible] Practice 6.7	S/258-265/Ex, P	S/16-19/Ex, P Through Writing S/19/En Extension	
3. Complex sentences	S/138-142/Ex,P S/341-350/Ex,P			S/395-396/Ex Writing Complex Sentences			

	English Grammar & Composition	Guide to Modern English	Individualized Language Arts	Modern English In Action	Patterns of Communicating	Real World English	S.C.O.R.E.
3. Complex sentences (continued)				S/404-405/ Building Complex Sentences Practice 6 S/405/En Using Adjectives and Adverbs Clauses--Practice 7 S/427-428/Ex,P Use Complex Sentence Practice 3			
4. Compound--complex	S/142-143/Ex,P Through No. 10						
SENTENCES: PARTS							
General	S/128-130/P Object/Comp. Review S/318-330/Ex,P Fragments	S/228-233/Ex,P Sentence Fragments	T/33-35/Ex Sentence Synthesis T/101-106/Ex Sentence Reduction T/107-113/Ex Slotting--Basic Sentence T/114-120/Ex Slotting--Noun Phrases T/143-149/Ex Slotting--Clauses	S/300/P Activity 3 S/309/P Practice 14 S/333-334/P Practice 9, 7A, 7B S/418/P Phrases, Dependent Clauses, Sentences Practice 5 S/432-437/Ex,P Sentence Patterns			

	English Grammar & Composition	Guide to Modern English	Individualized Language Arts	Modern English In Action	Patterns of Communicating	Real World English	S.C.O.R.E.
General (continued)			T/150-155/Ex Slotting--Prepositional Phrases T/156-159/Ex Slotting--Appositives T/160-172/Ex Slotting--Verbal Phrases T/190-195/Ex Embedding T/196-205/Ex Interrogative Sentence	S/481-482/P,En Parts of a Single Sentence, Practice 12 S/490/P, En Practice 22--Recognizing Phrases and Clauses			
1. Subjects and predicates	S/3-20/Ex, P S/23-28/Ex,P	S/290-193/Ex,P Subject and Predicate S/194/Ex, P Pattern 1: S-V		S/240-242/Ex,P A.5, A.6, Practice 7, Practice 8 S/235-236/Ex Diagnostic Test and Subject and Verb S/246-247/Ex,P A.12, 13, 14 S/248-251,Ex,P Practice 15, 16, 17, Natural and Inverted Order	S/233-234/Ex,P S/248-249/P		

	English Grammar & Composition	Guide to Modern English	Individualized Language Arts	Modern English In Action	Patterns of Communicating	Real World English	S.C.O.R.E.
1. (continued)				S/251-254/Ex,P Compound Subject and Compound Predicate S/255/P Mastery Test 2B S/254-255/Ex,P Sentence Fragments Practice 21 S/467-468/P,En Practice 1--Finding Verbs S/469-471/P,En Subject and Verbs Practice 3 and 4			
2. Modifiers, single words			T/33-35/Ex Sentence Synthesis T/36-44/Ex Expansion by Paragraphing T/49-90/Ex Outlining T/91-94/Ex Expansion by Modification	S/319/Ex,P Confusion of Adjectives & Adverbs, Practice 11 S/320/P Practice 13			

	English Grammar & Composition	Guide to Modern English	Individualized Language Arts	Modern English In Action	Patterns of Communicating	Real World English	S.C.O.R.E.
2. (continued)			T/95-100/Ex Expansion by Duplication T/107-113/Ex Slotting--Basic Sentences T/114-120/Ex Slotting Noun Phrases T/121-142/Ex Slotting--Verb Phrases T/143-149/Ex Slotting Clauses T/150-155/Ex Slotting--Prepositional Phrases T/156-159/Ex Slotting--Appositives S/160-172/Ex Slotting--Verbal Phrases T/173-176/Ex Movability T/190-195/Ex Embedding T/210-215/Ex Exclamatory Sentence				

	English Grammar & Composition	Guide to Modern English	Individualized Language Arts	Modern English In Action	Patterns of Communicating	Real World English	S.C.O.R.E.
3. Complements	S/123-128/Ex,P	S/199-200/Ex,P Pattern 4: S-LV-C S/201/Ex,P A Special Group of Verbs		S/329-333/ Predicate Nouns, Pronouns, Adjectives, Practice, 3, 4, 6, 7			
4. Objects	S/117-123/Ex,P	S/197-199/Ex,P Pattern 3: S-V-IO-O		S/326-327/Ex,P Direct Objects Practice 1 S/327-329/Ex,P Indirect Objects Practice 2 S/344-345/Ex,P Pronoun Object Practice 5			
5. Prepositional phrases	S/80-89/Ex,P			S/306-308/Ex,P Practice 10, 11, 12, 13			
6. Independent clauses	S/96-97/Ex						
7. Dependent clauses	S/97-112/Ex,P			S/386/P Practice 5 S/397-399/Ex,P Adjective Clause Practice 1 S/400-402/Ex,P Adverb Clause Practice 3	S/302-311/Ex,P Adverb Clauses S/311-321/Ex,P Adjective Clauses		

	English Grammar & Composition	Guide to Modern English	Individualized Language Arts	Modern English In Action	Patterns of Communicating	Real World English	S.C.O.R.E.
7. (continued)				S/405-406/Ex,P Noun Clause Practice 8, 9 S/406-407/En Practice 10--Recognizing Dependent Clauses S/407-409/Ex,P Is it a Phrase or Clause Mastery Test 12A and B S/416-417/Ex,P Dependent Clause as Fragment Practice 4			
8. Verbals, verbal phrases	S/92-95/Ex,P			S/388-394/Ex,P Using Verbals Practice 1, 3, 4, 5, 6 S/415-416/Ex,P Verbal as Fragment Practice 3 S/489/P, En Practice 21			
SPELLING							
General		S/348-355/Ex,P Plural Forms of Nouns			S/400-401/Ex Numbers		

	English Grammar & Composition	Guide to Modern English	Individualized Language Arts	Modern English In Action	Patterns of Communicating	Real World English	S.C.O.R.E.
3. Application of basic spelling rules	S/285-311/Ex,P	S/355-359/Ex,P Possessive Forms of Nouns S/371-405/Ex,P Spelling	T/33-35/Ex Sentence Synthesis T/91-94/Ex Expansion by Modification T/95-100/Ex Expansion by Duplication T/107-113/Ex Slotting--Basic Sentences T/114-120/Ex Slotting Noun Phrases T/121-142/Ex Slotting--Verb Phrases T/143-149/Ex Slotting--Clauses T/150-155/Ex Slotting--Prepositional Phrases T/156-159/Ex Slotting--Appositives T/160-172/Ex Slotting--Verbal Phrases	S/288-290/Ex,P How To Form & Use The Plural, Practice 1, 2 S/438-451/Ex,P Spelling	S/404-410/Ex Basic Spelling Rules		

	English Grammar & Composition	Guide to Modern English	Individualized Language Arts	Modern English In Action	Patterns of Communicating	Real World English	SCORE
3. (continued)			T/210-215/Ex Exclamatory Sentence				
STANDARD OF NEATNESS OF WRITTEN WORK							
General	S/312-315/Ex						
USAGE							
General				S/315-316/P Practice 6 S/323-325/P,E Mastery Test 6 6B, Practice 17 S/349-350/P,E Mastery Test 9 and 9B	S/410-414/Ex Usage Handbook		
Appropriate usage	S/164-186/Ex,P Verbs S/187-197/Ex,P Pronouns S/198-214/Ex,P	S/301-319/Ex,P Using Pronouns S/321/Ex,P Using Modifiers S/333-334/Ex,P Double Negatives S/335-340/Ex,P Glossary of Usage S/340-345/Ex,P Review Exercises		S/284/Ex, P Ain't for Have Practice 26 S/313-314/Ex, A, An, The S/320/Ex, P Good, Well Practice 12 S/320-321/P Practice 14 Review	[illegible] [illegible] Adj/Adv Usage		

	English Grammar & Composition	Guide to Modern English	Individualized Language Arts	Modern English in Action	Patterns of Communicating	Real World English	S.C.O.R.E.
Appropriate Usage (continued)				S/321-323/Ex,P Right Preposition Practice 15, 18 S/316-318/Ex,P Using Adverbs Effectively Practice 7, 8, 9, 10 S/146-147/Ex,P Use Pronouns Correctly Practice 6, 7, 8 S/403-404/Ex,P [illegible]			

UNIT I: WRITE TO GIVE DIRECTIONS

Possible Grid Items

A. Write clear directions.

Activity: Have students select a topic that involves step-by-step directions to explain or teach to the class. Have students brainstorm all necessary steps. Then ask them to sequence and categorize those processes into a list. Finally, have students write a paper delivering the directions.

Composition
Writing List

Paragraph

Option: Have students demonstrate or deliver directions to the class via an informal speech.

Pre-writing: Teacher should give class directions for a simple project (origami figure, etc.), making deliberate attempt to give them in a confusing manner. When finished, have class share their feelings during the process. Discuss importance of clear, concise directions.

C. Write an organized list.

Activity 1: Have students write a list of directions for making a peanut butter and jelly sandwich.

Composition
Writing List

Post-writing: Bring peanut butter, jelly, and bread to class. Have teacher randomly select sample directions and attempt to make a sandwich, following directions precisely as written. Discuss why or why not the process is successful.

GRADE 8 Activities

UNIT II: WRITE TO RECALL DETAIL OF FACT OR EVENT

	Possible Grid Items
A. Recall detail of fact or event accurately.	
Activity 1: Have students write a summary of a magazine article.	Composition Writing Summary
Pre-writing: Use an article that relates to current unit of study. Discuss what a summary includes.	Paragraphs
Activity 2. Have the students list the order of events in a novel or short story that has been read.	Composition Writing List
Pre-writing: Good follow-up to study of plot. Particularly good with a mystery novel or story.	
Activity 3: Have students take the role of a character from a novel or short story that has been read in class. Instruct them to write a first person narrative telling specifically what occurred on a certain day, with all information listed in sequence.	Prose-narrative Paragraph
Pre-writing: Read a novel or short story in conjunction with a specific unit of study.	

GRADE 8 Activities

UNIT III: WRITE TO CONVINCE OTHERS

	Possible Grid Itmes
A. Use persuasive language in order to convince.	
Activity: Have students create a travel brochure that is based on the setting of a novel that has been read. Instruct students to use at least two appeals and give descriptive details that would convince a tourist to vacation there.	Prose: persuasive Prose: description Essay
Pre-writing: Read a novel in class (i.e., *Martian Chronicles, Across Five Aprils*).	Paragraphs
B. Support your opinion(s) through at least two examples of evidence.	
Activity: Have students choose a character from a novel that has been read in class and write a paper attempting to change that character's point of view regarding a specific issue in the novel (i.e., Convince Bill from *Across Five Aprils* to join the northern army).	Prose: persuasive Essay Paragraph
Pre-writing: Read a novel and identify some major issues in a class discussion.	
C. Write well-developed reasons in order to persuade.	
Activity: Have students write a letter to the editor of the school or local newspaper urging action on a major issue or problem in the school or community.	Correspondence Paragraph
Pre-writing: As a class, brainstorm some of the major issues in your school and community.	Prose: persuasive Essay

UNIT IV: WRITE TO GIVE FORM TO IMAGINATIVE CONTENT

Possible Grid Items

C. Use language appropriate for the task and audience.

Activity: Have students create one or more examples of each type of figurative language—metaphor, simile, personification, hyperbole, alliteration. Encourage them to be fresh and original.

Prose-sentence

Pre-writing: Use Individual Language Arts slotting technique to assist students in creating figurative language as a class (i.e., He ate like ________ ________; He was happy as ________; the wind ________ through the trees).

G. Write a story according to a specified form (e.g., myth, folk tale, fable, original story).

Activity: Give to students a myth, fable, folk tale, episode from epic, whatever is topic of study, in incomplete form. Ask students to complete. Compare their efforts to the original and discuss the characteristics which need to be adhered to within the form.

Literary Forms

Pre-writing: Read together examples of the form to be used in student writing.

H. Write in a poetic form when appropriate for the task.

Activity: Have students write samples of the poetic forms listed in unit objective. Gather them into a class poetry anthology.

Poetry

Pre-writing: Have students find favorite examples of the poetic forms listed in this objective. Share them. Choose class favorites and put these in one section of the class poetry anthology.

CHOSEN UNIT I: WRITE TO MAKE CRITICAL STATEMENTS

Possible Grid Items

Activity 1: Have students choose the qualities that they consider most important in a friend and write a multi-paragraph essay presenting the experiences and thoughts that led them to choose those qualities.

Lit. forms - expository essay

Paragraphs - all

Pre-writing: Conduct a class discussion about the most important qualities to be found in a friend. Ask students to support their responses with experiences or reasons.

Activity 2: Have students write a multi-paragraph essay describing their concept of the perfect school, family, or system for social order (police, army, behavior modification), for a future society.

Prose - expository essay

Paragraphs - all

Pre-writing: Conduct a class (or group) discussion identifying the problems existing in the present system and possible methods of correction.

Activity 3: Have students select and spend approximately three classes researching one of the following topics:

1. Euthanasia.
2. Legalizing abortion.
3. Changing the legal drinking age.
4. Legalizing marijuana.
5. The energy crisis.
6. Passage of equal rights amendment.
7. Cigarette smoking.
8. Gun control laws.

Prose - expository essay

Comp. writing - notes

Reference material

Paragraphs - all

Students should take some notes on research information. After collecting data, each student should reach a conclusion as to his/her attitude toward the issue. He/she must then formulate an assertion based on factual information (i.e., Legalized Abortion Constitutes Federal Murder).

The student will then develop a multi-paragraph essay explaining and supporting his/her position with at least three pieces of evidence.

Pre-writing: Discuss and make examples of assertions. Also discuss potential library sources for gathering data.

CHOSEN UNIT II: WRITE TO CREATE AN EFFECT

	Possible Grid Items
Activity 1: Have students write a 1-3 paragraph composition (as time permits) describing the mood projected by a picture.	Prose - description
Pre-writing: Show students pictures (5-8) of several houses. A wide variety is needed, from opulent mansions to run-down mansions, tidy country cottages to abandoned farmhouses. Talk about how each makes one feel and why it extends that mood. Ask each student to pick a picture and use it as the subject of a descriptive paper. Have each student decide the mood he/she wishes to convey and note it at top of paper.	Paragraphs - all
Activity 2: Have students create one or more limericks, paying close attention to using appropriate form and content.	Poetry - limerick
Pre-writing: Look at several examples of limericks and discuss form and content.	
Activity 3: Have students write one or more examples of a tanka, paying close attention to appropriate content and form.	Poetry - extension of the haiku
Pre-writing: 1. Discuss the form and subject matter appropriate for the tanka by analyzing a few examples. 2. Brainstorm ideas for the subject of a tanka. (Option: This is a good follow-up for a lesson on haiku!)	

CHOSEN UNIT III: WRITE TO INVENT IMAGES

Possible Grid Items

Activity 1: Have students compare themselves in a 1-3 paragraph paper to one of the four elements: earth, air, fire or water. Encourage students to use vivid images.

Prose - description

Paragraphs - all

Pre-writing: Discuss the characteristics of each of the four elements.

Activity 2: Tell students that their mind is a futuristic camera that records not only sights, but sounds, smells, and textures in three dimensions. They are to take a mental "picture" of a specific landscape, person, or event. They are then to describe their photograph in writing, using vivid images and descriptive details so that their reader cannot help but "see" their photo. The length of the paper can be determined by the teacher. Encourage students to describe utilizing all five senses.

Prose - description

Paragraphs - all

Pre-writing: Included in above.

Post-writing Option: Allow interested students to enter their written "pictures" in a "photography" contest to determine who has created the most vivid and complete mental pictures. Judges may be other students, the teacher, or a group of teachers. Each entry should be coded and name removed.

Activity 3: Have students artistically recreate the image they feel is intended by an author, using key words and phrases to support their model. Students will then share and explain it to the class.

Prose - description

Pre-writing: Find several poem or prose selections that create specific and vivid images (i.e., "Stopping by Woods On a Snowy Evening"). Read the selection at least twice: During the first reading students are simply to listen carefully; during second reading students are to jot down key words or phrases that the author has used to create mental pictures in the reader's mind. It may be read a third time if requested. Have students then create a picture using crayons, colored pencils, or a collage that represents the image they feel the author wished to convey. Students are to jot those key words and phrases that support their representation on the back of the picture, or include them on the collage.

UNIT I WRITE TO GIVE FORM TO EXPERIENCE

A. Write about personal experiences in a variety of forms.
   1. Use of own feelings, ideas, attitudes, and insights to subjectively convey the experiences
   2. Relation of events or activities in which one has actively participated

B. Select experiences, feelings, insights, or ideas which are focused for the task (free of irrelevant detail).

C. Use language appropriate for the task and audience.
   1. Connotative
   2. Denotative
   3. Figurative
      a. Metaphor
      b. Simile
      c. Personification
      d. Hyperbole
      e. Alliteration

D. Use descriptive words.
   1. Words which cause the audience to experience vicariously
   2. Words which appeal to the senses

E. Write to develop several dimensions of the subject so an audience can relate to what is written (i.e., experience it as if it were happening at this moment).
   1. Words which appeal to various senses
   2. Balance of development to achieve wholeness

F. Write a narrative.
   1. Written objectively when necessitated by the task
   2. Written subjectively or imaginatively when necessitated by the task
   3. Details organized in a logical sequence
   4. An account of an experience or situation
   5. Written from first-person point of view

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UNIT I WRITE TO GIVE FORM TO EXPERIENCE (continued)

G. Write a story according to a specified form (e.g., myth, folk tale, fable, original story).
  1. Progress from problem to solution
  2. Development of character, setting, and plot
  3. Written from a third-person point of view
  4. Focus of attention on a single incident
  5. Length which can be read at one sitting

H. Write in a poetic form when appropriate for the task.
  1. Limerick
    a. Five lines
    b. *a, a, b, b, a* rhyme scheme
    c. 3-3-2-2-3 stress pattern (rhythm pattern)
  2. Quatrain
  3. Free verse
  4. Haiku

I. Write dialogue in correct form.
  1. Conversational form
    a. Quotation marks used correctly
    b. Dialogue punctuated correctly
    c. Appropriate capitalization
    d. Paragraph change with speaker change
  2. Dramatic form
    a. Speaker indicated in margin in capital letters, followed by a colon
    b. Double-space between speakers

GRADE 9 — 091.32 Informative

UNIT II WRITE TO RECALL DETAIL OF FACT OR EVENT

A. Recall detail of fact or event accurately.
   1. Recall of what was experienced by a variety of senses in order to make the recollection complete
   2. True to the writer's knowledge
   3. Inclusion of specific detail
   4. Presented objectively

B. Select information appropriate to the task (e.g., relevant references, preferences, details).

C. Use language appropriate for the audience and the task.

D. Write a narrative.
   1. An account of any experience or situation
   2. Details organized in a logical sequence
   3. Written objectively when necessitated by the task
   4. Written subjectively or imaginatively when necessitated by the task

E. Write a multi-paragraph essay.
   1. Introductory statement(s)
   2. Organized body
   3. Closing statement(s)

F. Write an organized list.
   1. Sequential order when necessitated by the task
   2. Number entries
   3. Words, phrases, or sentences

G. Explain the difference between fact and opinion.**
   1. Fact - a piece of information
      a. Generally held to be true; or
      b. True from one's own experience
   2. Opinion - a belief or conclusion held with confidence, but not substantiated by positive knowledge or proof

H. Take the risk of sharing a personal experience until one feels comfortable doing so.*

I. Respond receptively to others' remarks until everyone feels comfortable with sharing situations.*

*Attitude objective
**Concept objective

UNIT III WRITE TO GIVE FORM TO IMAGINATIVE CONTENT

A. Write imaginative content in a variety of forms.
   1. Subject matter which is fanciful or make-believe
   2. Meaning or significance of the written work created by imagination

B. Select experiences, feelings, insights, or ideas which are focused for the task (free of irrelevant detail).

C. Use language appropriate for the task and audience.
   1. Connotative
   2. Denotative
   3. Figurative
      a. Metaphor
      b. Simile
      c. Personification
      d. Hyperbole
      e. Denotative

D. Use descriptive words.
   1. Words which cause the audience to experience vicariously
   2. Words which appeal to the senses

E. Write to develop several dimensions of the subject so an audience can relate to what is written (i.e., experience it as if it were happening at this moment).
   1. Words which appeal to various senses
   2. Balance of development to achieve wholeness

F. Write a narrative.
   1. Written objectively when necessitated by the task
   2. Written subjectively or imaginatively when necessitated by the task
   3. An account of an experience or situation
   4. Details organized in a logical sequence

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UNIT III WRITE TO GIVE FORM TO IMAGINATIVE CONTENT (continued)

G. Write a story according to a specified form (e.g., myth, folk tale, fable, original story).
   1. Written from a third-person point of view
   2. Development of character, setting, and plot
   3. Progression from problem to solution
   4. Focus of attention on a single incident
   5. Written in length which can be read at one sitting

H. Write in a poetic form when appropriate for the task.
   1. Limerick
      a. Five lines
      b. *a, a, b, b, a* rhyme scheme
      c. 3-3-2-2-3 stress (rhythm pattern)
   2. Quatrain
   3. Free verse
   4. Haiku

I. Write dialogue in correct form.
   1. Conversational form
      a. Quotation marks used correctly
      b. Diaglogue punctuated correctly
      c. Appropriate capitalization
      d. Paragraph change with speaker change
   2. Dramatic form
      a. Speaker indicated in margin in capital letters, followed by a colon
      b. Double-space between speakers

J. Reach inside yourself until you can come in contact with those things to which you wish to give expression.*

K. Practice giving form to imaginative content until the audience can relate to what you are saying.*

L. Explain what is meant by "imagination" (power of creating images of things).**
   1. Once known but absent
   2. Never seen
   3. Never seen in their entirety
   4. Actually non-existent
   5. Created new from diverse old elements
   6. Perfected or idealized

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*Attitude objective
**Concept objective

GRADE 9 — 092.21 Elicitive

UNIT IV WRITE TO CONVINCE OTHERS

A. Use persuasive language in order to convince.
   1. Appeal to emotions
   2. Appeal to senses
   3. Appeal to intellect
   4. Emphasis on connotative, figurative, or subtle meanings
   5. Intended to change or direct the audience's point of view

B. Support your opinion(s) through at least two examples of evidence.
   1. Drawn from personal experience
   2. Other sources referred to and/or quoted

C. Write well-developed reasons in order to persuade.
   1. Ideas of others anticipated in order to make argument complete
   2. At least two aspects of the topic developed

D. Select information appropriate to the task (e.g., relevant references, preferences, details).

E. Explain the difference between fact and opinion.**
   1. Fact - a piece of information
      a. Generally held to be true; or
      b. True from one's own experience
   2. Opinion - a belief or conclusion held with confidence, but not substantiated by positive knowledge or proof

F. Practice persuading others until the audience realizes the validity of the argument.*

G. Risk forming and sharing an opinion until one feels comfortable doing so.*

H. Respond receptively to others' opinions until everyone feels comfortable sharing opinions.*

I. Explain the necessity of support in persuading or convincing.**

*Attitude objective
**Concept objective

CHOSEN UNIT I: WRITE TO MAKE CRITICAL STATEMENTS

A. Make an assertion on a controversial issue.

   1. Based on collected factual data
   2. Stated as an opinion

B. Include complete information.

   1. From a variety of sources
   2. On different sides of the issue

C. Select information appropriate to the task.

D. Use language appropriate to the task and audience.

E. Write a correct topically developed paragraph.

   1. Topic sentence (in a variety of locations within the paragraph)
   2. All statements in the paragraph related to the topic sentence
   3. First sentence indented
   4. Margins on all sides
   5. Logical organization for the task
   6. Coherent; i.e., fluent sentence organization within the paragraph
   7. Simple transitions

F. Write a multi-paragraph essay.

   1. Introductory statement(s)
   2. Organized body
   3. Closing statement(s)

CHOSEN UNIT II: WRITE TO CREATE AN EFFECT

A. Use appropriate device(s).

1. Images
2. Rhythm
3. Repetition

B. Use language appropriate to the task and audience.

1. Figurative

    a. Metaphor
    b. Personification
    c. Simile
    d. Hyperbole
    e. Alliteration
    f. Idiom
    g. Onomatopeia

2. Connotative
3. Denotative

C. Write in prose form when appropriate to the task.

1. Internal coherence
2. Indented first line
3. Margins on all sides

D. Write in poetic form when appropriate to the task.

1. Limerick

    a. Five lines
    b. a,a,b,b,a rhyme scheme
    c. 3-3-2-2-3 stress pattern (rhythm pattern)

2. Quatrain
3. Free verse
4. Haiku

CHOSEN UNIT III: WRITE TO INVENT IMAGES

A. Write words, phrases, or sentences which cause the audience to replicate visually what is in the writer's mind (i.e., convey a mental picture).

B. Use vivid, sensory language effectively (i.e., words or phrases which appeal to the five senses).

C. Use language appropriate to the task and audience.

  1. Figurative

    a. Metaphor
    b. Personification
    c. Simile
    d. Hyperbole
    e. Alliteration
    f. Idiom
    g. Onomatopeia

  2. Connotative
  3. Denotative

D. Write in prose form when appropriate to the task.

  1. Internal coherence
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  3. Margins on all sides

E. Write in poetic form when appropriate to the task.

  1. Limerick

    a. Five lines
    b. a,a,b,b,a rhyme scheme
    c. 3-3-2-2-3 stress pattern (rhythm pattern)

  2. Quatrain
  3. Free verse
  4. Haiku

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CODINGS FOR GRADE 9 EXPECTED UNITS

	English Grammar & Composition	Guide to Modern English	Individualized Language Arts	Modern English In Action	Patterns of Communicating	Real World English	S.C.O.R.E.
UNIT I – WRITE TO GIVE FORM TO EXPERIENCE							
A. Write about personal experiences in a variety of forms.	S/264-267/Ex,P Writing Compositions			S/123-129/Ex,P Use all 5 Senses			
C. Use language appropriate for the task and audience				S/43/Ex Denotation and Connotation S/44/P Studying Connotations S/44/P Studying Pairs of Sentences S/45-46/Ex Good and Bad Labels S/46/ Good and Bad Connotations	S/224-228/Ex, P Who You Are		S/C3/Ex, P Understand Metaphor and Simile S/H33/Ex, P Understand and Use Denotation and Connotation
D. Use descriptive words.			T/33-35/Ex Sentence Synthesis T/36-44/Ex Expansion by Paragraphing T/49-90/Ex Outlining		S/214-217/Ex, P Where You Go S/218/P On Your Own Act. 2 S/379-387/Ex, P Using Words and Phrases Effectively		

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UNIT I – WRITE TO GIVE FORM TO EXPERIENCE							
A. Write about personal experiences in a variety of forms.	S/264-267/Ex,P Writing Compositions			S/123-129/Ex,P Use all 5 Senses			
C. Use language appropriate for the task and audience				S/43/Ex Denotation and Connotation S/44/P Studying Connotations S/44/P Studying Pairs of Sentences S/45-46/Ex Good and Bad Labels S/46/ Good and Bad Connotations	S/224-228/Ex, P Who You Are		S/C3/Ex, P Understand Metaphor and Simile S/H33/Ex, P Understand and Use Denotation and Connotation
D. Use descriptive words.			T/33-35/Ex Sentence Synthesis T/36-44/Ex Expansion by Paragraphing T/49-90/Ex Outlining		S/214-217/Ex, P Where You Go S/218/P On Your Own Act. 2 S/379-387/Ex, P Using Words and Phrases Effectively		

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D. (continued)			T/91-94/Ex Expansion by Modification				
			T/95-100/Ex Expansion by Duplication				
			T/107-113/Ex Slotting--Basic Sentences				
			T/114-120/Ex Slotting--Noun Phrases				
			T/121-142/Ex Slotting--Verb Phrases				
			T/143-149/Ex Slotting--Clauses				
			T/150-155/Ex Slotting--Prepositional Phrases				
			T/156-159/Ex Slotting Appositives				
			T/160-172/Ex Slotting--Verbal Phrases				
			T/173-176/Ex Movability				

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D. (continued)			T/190-195/Ex Embedding T/210-215/Ex Exclamatory Sentence				
E. Write to develop several dimensions of the subject so an audience can relate to what is written (i.e., experience it as if it were happening at this moment).			T/121-142/Ex Slotting--Verb Phrases T/143-149/Ex Slotting--Clauses T/206-209/Ex Imperative Sentence				
F. Write a narrative.	S/330-343/Ex,P			S/57/P Support the Topic Sentence S/58/P Studying Dev. by Examples S/77/P Studying a Plan S/95/P Narrative Paragraph S/109-119/Ex, P Writing Paragraphs			

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D. Write a narrative.				S/68-69/P Studying Time Order S/69/P Studying Space Order S/69-70/P Studying Order of Importance S/71/P Rearrange a Scrambled Paragraph S/71-72/P Studying Reversed Order S/72/P Studying Order of Restatement S/84-87/Ex, P Expository Paragraphs S/147-148/Ex Organizing Your Material		S/49-53/Ex, P Through Writing S/53/En Extensions	
E. Write a multi-paragraph essay.	S/283-295/Ex,P Writing the Composition		T/36-44/Ex Expansion by Paragraphing		S/104-107/P How Face of Earth Changes	S/70-74/Ex, P Through Writing S/74/Ex Extensions	S/D10/P Join Paragraphs S/D12/Ex, P Narrow Subject

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G. Write a story according to a specified form (e.g., myth, folk tale, fable, original story.							S/C6/Ex, P Understand Speaking Satire S/C8/Ex, P Use Exaggeration and Caricature S/C10/P Use Irony
UNIT II – WRITE TO RECALL DETAIL OF FACT OR EVENT							
A. Recall detail of fact or event accurately.	S/267-269/Ex			S/59-61/P Studying Dev. by Details S/61/P Studying Dev. by Facts S/143-147/Ex Finding Information			
B. Select information appropriate to the task (e.g., relevant references, preferences, details).	S/272-275/Ex,P Bring Material into Focus			S/131/Ex Plan Your Explanation			
C. Use language appropriate for the audience and the task.						S/65-69/Ex, P Through Writing S/69/Ex Extensions S/119-122/Ex, P S/123/En	

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E. (continued)			T/45-48/Ex Framed Paragraph T/49-90/Ex Outlining T/101-106/Ex Sentence Reduction T/173-176/Ex Movability T/190-195/Ex Embedding		S/147-169/Ex,P The Longer Pape S/220-223/Ex, P What You Do	S/110-113/Ex, P Through Writing S/113/En Extensions	S/D13/Ex, P Narrow Subject
F. Write an organized list.	S/275-278/Ex,P Planning Your Composition			S/131-133/Ex, P How to Make an Informal Outline			
G. Explain the difference between fact and opinion.				S/45/P Stereotypes			
UNIT III – WRITE TO GIVE FORM TO IMAGINATIVE CONTENT							
A. Write imaginative content in a variety of forms.				S/91-95/Ex, P Descriptive Paragraphs			
B. Select experiences, feelings, insights, or ideas which are focused for the task (free of irrelevant detail).				S/68/P Studying Unity in the Paragraph			
C. Use language appropriate for the task and audience.	S/599-620/Ex,P Making Writing Interesting						

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D. Use descriptive words.			T/33-35/Ex Sentence Synthesis T/36-44/Ex Expansion by Paragraphing T/91-93/Ex Expansion by Modification T/95-100/Ex Expansion by Duplication T/107-113/Ex Slotting--Basic Sentences T/114-120/Ex Slotting--Noun Phrases T/121-142/Ex Slotting--Verb Phrases T/143-149/Ex Slotting--Clauses T/150-155/Ex Slottion--Prepositional Phrases T/156-159/Ex Slotting--Appositives				

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D. (continued)			T/160-172/Ex Slotting--Verbal Phrases T/173-176/Ex Movability T/190-195/Ex Embedding T/210-215/Ex Exclamatory Sentence				
E. Write to develop several dimensions of the subject so an audience can relate to what is written (i.e., experience it as if it were happening at this moment).					S/138-140/Ex, P Full Development		
G. Write a story according to a specified form (e.g., myth, folk tale, fable, original story).						S/23-27/En Extensions S/23-27/Ex, P Through Writing S/61-64/Ex, P Through Writing S/64/En Extensions	
J. Reach inside yourself until you can come in contact with those things to which you wish to give expression.					S/213-214/Ex, P Personal Writing		

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UNIT IV – WRITE TO CONVINCE OTHERS							
A. Use persuasive language in order to convince.				S/98-100/Ex, P Argumentative Paragraphs	S/26-41/Ex, P Techniques of Conditional Promises	S/75-79/Ex, P Through Writing S/79/En Extensions	
B. Support your opinion(s) through at least two examples of evidence.						S/15-18/Ex, P Through Writing S/18/En Extensions	S/D27/P Use Evidence Effectively
D. Select information appropriate to the task (e.g., relevant reference, preferences, details).			T/49-90/Ex Outlining				
H. Respond receiptively to others' opinions until everyone feels comfortable sharing opinions.					S/7-15/Ex,P,En Exploring Differences		

CODINGS FOR GRADE 9 CHOSEN UNITS

	English Grammar & Composition	Guide to Modern English	Individualized Language Arts	Modern English In Action	Patterns of Communicating	Real World English	S.C.O.R.E.
UNIT I – WRITE TO MAKE CRITICAL STATEMENTS							
A. Make an assertion on a controversial issue	S/380-381/Ex,P Reader's Guide S/383/Ex, P Dictionaries of Synonyms S/383-385/Ex,P Encyclopedias S/392-414/Ex,P Dictionary			S/20-21/Ex What's in a Dictionary S/22-24/P Dictionary Activities S/133-141/Ex, P Explain Accurately and Thoroughly S/247-250/Ex, P Encyclopedias S/251-254/Ex, P Using the Card Catalog S/255-256/Ex, P Funding Books	S/64-68/Ex, P Dictionary		
C. Select information appropriate to the task.	S/272-275/Ex,P Bring Material Into Focus			S/131/Ex Plan Your Explanation			
D. Use language appropriate to the task and the audience.				S/43/Ex Denotation and Connotation S/44/P Studying Connotation	S/224-228/Ex,P Who You Are		S/C3/Ex, P Understand Metaphor and Simile S/H33/Ex, P Understand and use Denotation and Connotation

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D. (continued)				S/44/P Studying Pairs of Sentences S/45-46/Ex Good and Bad Labels S/46/ Good and Bad Connotations			
F. Write a multi-paragraph essay.	S/283-295/Ex,P Writing the Composition		T/36-44/Ex Expansion by Paragraphing T/45-48/Ex Framed Paragraph T/49-90/Ex Outlining T/101-106/Ex Sentence Reduction T/173-176/Ex Movability T/190-195/Ex Embedding		S/104-107/P How Face of Earth Changes S/147-169/Ex, P The Longer Paper S/220-223/Ex, P What You Do	S/70-74/Ex, P Through Writing S/74/En Extensions S/110-113/Ex, P Through Writing S/113/En Extensions	S/D10/P Join Paragraphs S/D12/Ex, P Narrow Subject S/D13/Ex, P Narrow Subject

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UNIT II – WRITE TO CREATE AN EFFECT							
B. Use language appropriate to the task and audience.	S/599-620/Ex,P Making Writing Interesting			S/43/Ex Denotation and Connotation S/44/P Studying Connotations S/44/P Studying Pairs of Sentences S/45-46/Ex Good and Bad Labels S/46/ Good and Bad Connotations	S/224-228/Ex, P Who You Are		S/C3/Ex, P Understand Metaphor and Simile S/H33/Ex, P Understand and Use Denotation Connotation
D. Write in poetic form when appropriate to the task.				S/209-219/Ex, P Poetry			
UNIT III – WRITE TO INVENT IMAGES							
A. Write words, phrases, or sentences which cause the audience to replicate visually what is in the writer's mind (i.e., convey a mental picture).			T/33-35/Ex Sentence Synthesis T/36-44/Ex Expansion by Paragraphing		S/138-140/Ex, P Full Developmen		

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A. (continued)			T/91-94/Ex Expansion by Modification				
			T/95-100/Ex Expansion by Duplication				
			T/107-113/Ex Slotting--Basic Sentences				
			T/114-120/Ex Slotting--Noun Phrases				
			T/121-142/Ex Slotting--Verb Phrases				
			T/143-149/Ex Slotting--Clauses				
			T/150-155/Ex Slotting--Prepositional Phrases				
			T/156-159/Ex Slotting--Appositives				
			T/160-172/Ex Slotting--Verbal Phrases				
			T/173-176/Ex Movability				

	English Grammar & Composition	Guide to Modern English	Individualized Language Arts	Modern English In Action	Patterns of Communicating	Real World English	S.C.O.R.E.
A. (continued)			T/190-195/Ex Embedding T/210-215/Ex Exclamatory Sentence				
C. Use language appropriate to the task and audience.	S/599-620/Ex,P Making Writing Interesting			S/43/Ex Denotation and Connotation S/44/P Studying Connotations S/44/P Studying Pairs of Sentences S/45-46/Ex Good and Bad Labels S/46/ Good and Bad Connotations	S/224-228/Ex, P Who You Are		S/C3/Ex, P Understand Metaphor and Simile S/H33/Ex, P Understand and Use Denotation and Connotation
E. Write in poetic form when appropriate to the task.				S/209-219/Ex, P Poetry			

CODINGS FOR GRADE 9 EXPERIENCES GRID

	English Grammar & Composition	Guide to Modern English	Individualized Language Arts	Modern English In Action	Patterns of Communicating	Real World English	S.C.O.R.E.
LITERARY FORMS							
PROSE							
1. Sentence	S/220-234/ Achieving Sentence Variety		T/91-94/Ex Expansion by Modification T/95-100/Ex Expansion by Duplication T/101-106/Ex Sentence Reduction T/107-113/Ex Slotting--Basic Sentences T/114-120/Ex Slotting--Noun Phrases T/121-142/Ex Slotting--Verb Phrases T/143-149/Ex Slotting--Clauses T/150-155/Ex Slotting--Prepositional Phrases T/156-159/Ex Slotting--Appositives	S/259-260/Ex, P Sentence S/402/Ex Use in the Sentence S/454-456/Ex, P Sentence Variety S/456-461/Ex, P Streamlined Sentence	S/362-375/Ex, P Being Clear		

	English Grammar & Composition	Guide to Modern English	Individualized Language Arts	Modern English In Action	Patterns of Communicating	Real World English	S.C.O.R.E.
1. (continued)			T/160-172/Ex Slotting--Verbal Phrases T/173-176/Ex Movability T/177-180/Ex Inverted Sentence T/181-184/Ex Passive Voice T/185-189/Ex Expletive Sentence T/190-195/Ex Embedding				
2. Aphorism				S/88/P Writing a Paragraph on a Proverb			
3. Book Report					S/171-212/Ex, P Book Report		
4. Diary or Journal				S/121-122/Ex, P Keep a Journal		S/99-103/En Extensions S/99-103/Ex, P Through Writing	
5. Interview				S/171-2/Ex, P The News Story		S/94-95/Ex, P S/98/En Extensions	

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6. Report				S/149-153/Ex, P Reports			
7. Riddles and Jokes						S/114-117/Ex, P S/118/En Extensions	
8. Story				S/119/Ex, P Writing Short Stories			
10. Autobiography				S/117-118/Ex, P Writing Your Autobiography			
12. Narrative				S/109-119/Ex, P Writing Narratives			
14. Book Review				S/204-207/Ex, P Sharing Reading Experiences			
15. Dialogue				S/114-115/Ex, P Writing Conversation			
16. Character Sketch				S/94/P Studying Character Sketches			
17. Research Paper	S/353-67/Ex, P Report Based on Several Sources						

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5. Personal Information Forms						S/38-43/Ex, P Through Writing S/43/En Extension	
6. Summary	S/344-353/Ex,P Writing Summaries and Reports			S/197-200/Ex, P Summarize the Author's Ideas		S/89-93/Ex, P Through Writing S/93/En Extensions	
8. Outline (formal)	S/278-82/Ex,P Making an Outline			S/147-148/Ex Organizing Your Material	S/113-15/Ex, P Pulling It Together	S/19-22/Ex, P Through Writing S/22/En Extensions	
9. Essay Test Answer						S/70-74/Ex, P Through Writing S/74/En Extensions	
CORRESPONDENCE							
1. Social Letter and Envelope	S/299-315/Ex,P Writing Letters			S/155-162/Ex, P Friendly Letters S/163-167/Ex, P Business Letters	S/488-89/Ex, P Social Letter	S/34-37/Ex, P Through Writing S/37/En Extensions S/124-127/Ex, P Through Writing	
2. Business Letter and Envelope	S/315-329/Ex,P The Business Letter				S/487/Ex, P Business Letter		

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18. Expository Essay				S/133-141/Ex, P Explain Accurately and Thoroughly			
20. Persuasive Essay				S/98-100/Ex, P Argumentative Paragraph			
POETRY							
General				S/209-219/Ex, P Poetry			
COMPRESSED WRITING							
3. Notes or Records or Logs				S/196-197/Ex Learn to Outline and Take Notes		S/6-9/Ex, P Through Writing S/9/En Extensions S/44-48/Ex, P S/48/En Extensions S/80-83/Ex, P Through Writing S/83/En Extensions S/104-108/Ex, P S/109/En	

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REFERENCE MATERIALS							
3. Dictionary	S/392-414/Ex,P Dictionary			S/20-21/Ex What's In Dictionary S/22-24/P Dictionary Activities	S/64-68/Ex, P Dictionary		
4. Media Materials				S/251-154/Ex, P Using the Card Catalog S/255-256/Ex, P Finding Books			
8. Encyclopedia	S/383-385/Ex,P Encyclopedias			S/247-250/Ex,P Encyclopedias			
9. Thesaurus	S/383/Ex, P Dictionaries of Synonyms						
10. Reader's Guide	S/380-382/Ex,P Reader's Guide						
11. Schedules and Maps						S/10-13/Ex, P S/14/En Extensions	

CODINGS FOR GRADE 9 WRITING MECHANICS GRID

	English Grammar & Composition	Guide to Modern English	Individualized Language Arts	Modern English In Action	Patterns of Communicating	Real World English	S.C.O.R.E.
AGREEMENT	S/112-130/Ex,P Agreement		T/101-106/Ex Sentence Reduction T/107-113/Ex Slotting--Basic Sentences T/114-120/Ex Slotting--Noun Phrases T/121-142/Ex Slotting--Verb Phrases T/121-142/Ex Passive Voice T/150-155/Ex Slotting--Prepositional Phrases T/160-172/Ex Slotting--Verbal Phrases T/185-189/Ex Expletive Sentence T/196-205/Ex Interrogative Sentences	S/330-348/Ex, P Using Verbs S/396-398/Ex,P Agreement With Antecedent S/398-400/Ex,P Vague Antecedent S/510-512/En Agreement of Subject and Verb S/512-13/En Tenses of Verbs S/513-15/En Principal Parts of Verbs	S/412-27/Ex, P Subject-Verb Agreement		
CAPITALIZATION							
General	S/478-493/Ex,P Capital Letters			S/283-285/P Capitalization Exercises	S/453-459/Ex,P Capitalization		

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General (continued)				S/505-506/En Capitalizing Sentences			
1. Names of People or Things				S/279-282/Ex, P 13.4--Proper Nouns			
2. Pronoun "I"				S/279/Ex B.3--I, O			
4. Beginning of sentences				S/279/Ex B.1--First Words			
10. Salutation or Greeting of Letter				S/279/Ex B.2 Letters			
PARAGRAPHS							
General				S/64/P Studying Paragraph Development S/65-66/P Studying Paragraph Development			
3. Definition			T/36-44/Ex Expansion by Paragraphing T/45-48/Ex Framed Paragraph T/49-90/Ex Outlining T/101-102/Ex Sentence Reduction	S/52-53/Ex What Makes a Good Paragraph S/54/P Studying Two Paragraphs S/55/P Narrowing the Topics	S/122-125/Ex, P A group of sentences		

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3. (continued)			T/173-176/Ex Movability				
4. Topic sentence	S/236-237/Ex,P The Topic Sentence		T/36-44/Ex Expansion by Paragraphing T/45-48/Ex Framed Paragraph T/49-90/Ex Outlining T/101-106/Ex Sentence Reduction T/173-176/Ex Movability	S/55-56/Ex State Your Ideas in a Topic Sentence S/56/P Comparing Topic Sentences S/90/P Writing a Paragraph on a Quotation	S/100-103/Ex, P Key Sentences	S/84-88/Ex, P Through Writing S/88/En Extensions	
5. Sentences related to the topic sentence	S/238-241/Ex,P Sentences Related to Topic		T/36-44/Ex Expansion by Paragraphing T/45-48/Ex Framed Paragraph T/49-90/Ex Outlining T/101-106/Ex Sentence Reduction T/173-176/Ex Movability	S/68/P	S/136/P Exercise S/140-141/Ex, P		

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6. Simple transitions within paragraph	S/255-263/Ex,P Connecting sentences in paragraphs		T/36-44/Ex Expansion by Paragraphing T/45-48/Ex Framed Paragraph T/49-90/Ex Outlining T/173-176/Ex Movability	S/74-75/P Studying Connectives S/76/P Completing a Paragraph S/76/P Writing a Paragraph Step by Step	S/97-99/Ex, P Transitional Devices S/141-144/Ex, P Coherence		S/D10/P Join Paragraphs S/D32/P Transitions
7. Logical organization (time, space)	S/251-252/Ex,P Arrangement of Ideas			S/68-69/P Studying Time Order S/69/P Studying Space Order S/69-70/P Studying Order of Importance S/71/P Rearranging a Scrambled Paragraph S/71-72/P Studying Reverse Order S/72/P Studying Order of Restatement			

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7. (continued)				S/77/P Studying a Plan			
8. Topic sentence in variety of locations					S/126-129/Ex, P One Key Sentence		
9. Development through details	S/243-247/Ex,P A Paragraph Developed by Detail or Incident			S/59-61/P Studying Dev. by Details S/61/P Studying Dev. by Facts S/78/P Writing a Paragraph with Details and Examples		S/49-53/Ex, P Through Writing S/53/En Extensions S/54-59/Ex, P Through Writing S/59/En Extensions	S/D25/P Several Methods of Paragraph Development
10. Development through example				S/57/Ex Support the Topic Sentence S/58/P Studying Dev. by Examples S/67/P Studying Dev. by Reasons S/67-68/P Studying Dev. by Defining	S/129-130/Ex, P Example Method	S/54-59/Ex, P Through Writing S/59/En Extensions	

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10. (continued)				S/78/P Writing a Paragraph with Details and Examples S/79/P Writing a Paragraph Giving Reasons			
11. Development through similarities/differences	S/248-250/Ex,P Developed by Comparison, Contrast			S/61-62/P Studying Dev. by Comparison S/62/P Studying Dev. by Contrast S/62/P Studying Dev. by Facts and Comparison S/63/Ex Compare and Contrast S/64/P Studying Dev. by Comparison and Contrast S/66-67/P Studying Dev. by Analogy S/78/P Writing a Paragraph using Comparison and Contrast	S/133-135/Ex, P Comparison--contrast		

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12. Multi-paragraph writing (introduction, body, conclusion)			T/36-44/Ex Expansion by Paragraphing T/45-48/Ex Framed Paragraph T/49-90/Ex Outlining T/101-106/Ex Sentence Reduction T/173-176/Ex Movability T/190-195/Ex Embedding	S/96/Ex Starting a New Paragraph S/103-107/Ex, P Writing Several Paragraphs		S/110-113/Ex, P Through Writing S/113/En Extensions	
PARTS OF SPEECH							
General	S/28-32/Ex, P Determining Parts of Speech			S/364/P Recognizing the Parts of a Sentence S/403/Ex Structure Clues Parts of Speech S/404/P Practice 1 and 2 S/406/Ex, P Nouns and Verbs	S/257/Ex, P Exercises 1, 2		

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General (continued)				S/407-408/Ex, P Words at Work S/523-524/En Recognizing Parts of Speech			
1. Adjectives	S/9-13/Ex, P Adjectives			S/29/P Adjectives With Punch S/352-375/Ex, P Recognizing & using Adjectives S/376-378/Ex, P Comparison of Adjectives S/378-380/Ex, P Using Adjectives Correctly S/404-405/P Nouns and Adjectives S/405/P Pronouns and Adjectives	S/242-245/ Adjectives S/248-249/Ex, P Determiners S/258/Ex, P Application S/274-275/En Adjective Expanders		
2. Auxiliary Verbs			T/121-142/Ex Slotting Verb Phrases T/160-172/Ex Slotting Verbal Phrases	S/263-264/P Auxiliaries and Main Verbs	S/238-241/Ex, P Auxiliaries S/298-309/Ex, P Change in Mood		

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3.	Nouns	S/3-6/Ex, P The Noun			S/265-257/Ex, P Recognizing and Using Nouns	S/232-236/Ex, P Nouns		
4.	Pronouns	S/6-9/Ex, P Pronoun			S/267-268/Ex, P Pronoun S/389-396/Ex, P Personal Pronouns S/396-398/Ex, P Agreement with Antecedent S/398-400/Ex, P Vague Antecedent	S/249-251/Ex, P Pronouns S/367-370/Ex, P Ambiguous Expressions S/429-436/Ex, P Pronouns		
5.	Verbs	S/14-19/Ex, P The Verb			S/28-29/P Forceful Verbs S/260-263/Ex, P Recognizing and Using Verbs	S/236-239/Ex, P Verbs S/285-327/Ex, P Modifications Changes in Verb Phrase		
6.	Adverbs	S/19-24/Ex, P			S/357-362/Ex, P Recognizing and Using Adverbs S/380-384/Ex, P Using Adverbs Correctly S/405-406/Ex, P Adverbs and Prepositions	S/245-248/Ex, P Adverbs		

	English Grammar & Composition	Guide to Modern English	Individualized Language Arts	Modern English In Action	Patterns of Communicating	Real World English	S.C.O.R.E.
7. Conjunctions	S/27-28/Ex, P Conjunction				S/252-253/ S/278-280/Ex, P		
9. Prepositions	S/24-26/Ex, P The Preposition			S/362-364/Ex,P Recognizing and Using Prepositions and Prepositional Phrases S/384-386/Ex, P Using the Prepositions	S/251-252/Ex, P Prepositions		
10. Interjections	S/29/Ex, P Interjection						
PUNCTUATION							
General			T/33-35/Ex Sentence Synthesis T/45-48/Ex Framed Paragraph T/91-94/Ex Expansion by Modification T/95-100/Ex Expansion by Duplication T/107-113/Ex Slotting Basic Sentences	S/288/P Inserting End Punctuation S/288/P Writing Varied Sentences S/506-7/En Punctuating Sentences	S/460-86/Ex, P Punctuation		

	English Grammar & Composition	Guide to Modern English	Individualized Language Arts	Modern English In Action	Patterns of Communicating	Real World English	S.C.O.R.E.
General (continued)			T/114-120/Ex Slotting Noun Phrases T/121-142/Ex Slotting Verbal Phrases T/143-149/Ex Slotting Clauses T/150-155/Ex Slotting Prepositional Phrases T/156-159/Ex Slotting Appositives T/173-176/Ex Movability T/177-80/Ex Inverted Sentence T/190-195/Ex Embedding T/196-205/Ex Interrogative Sentences T/206-209/Ex Imperative Sentences T/210-215/Ex Exclamatory Sentences				

	English Grammar & Composition	Guide to Modern English	Individualized Language Arts	Modern English In Action	Patterns of Communicating	Real World English	S.C.O.R.E.
1. Apostrophe	S/544-554/Ex,P Apostrophes						
2. Colon	S/528-531/Ex,P Colons			S/302-3/Ex, P Colon			
3. Comma	S/90-92/Ex, P Appositives & Appositive Phrases S/497-519/Ex,P Commas				S/349-50/Ex, P Appositives S/349-59/Ex,P,E Reduced Clauses		
5. Direct Quotations				S/507-508/En Punctuating and Capitalizing Direct Quotes			
6. Exclamation Mark				S/287/Ex C.2.-Exclamation Point			
7. Hyphen	S/555-557/Ex,P Hyphens						
9. Period	S/494-7/Ex, P			S/287/Ex C.3 - Period S/288-9/Ex, P Other Uses of the Period S/289-298/Ex, P The Comma			
10. Question Mark				S/287/Ex C.1 - Question Mark			

	English Grammar & Composition	Guide to Modern English	Individualized Language Arts	Modern English In Action	Patterns of Communicating	Real World English	S.C.O.R.E.
11. Quotation Marks	S/532-543/Ex,P Italics and Quotation Marks			S/298-301/Ex, P Quotation Marks			
12. Semicolon	S/520-528/Ex,P Semi-Colons						
13. Single Quote	S/539-40/Ex, P Single Quote						
14. Underline	S/532-534/Ex,P Italics			S/301-302/Ex, P Underlining			
SENTENCES: KINDS							
General	S/106-108/Ex,P Sentences Classified		T/33-35/Ex Sentence Synthesis T/101-106/Ex Sentence Reduction T/107-113/Ex Basic Sentences T/107-113/Ex Slotting Basic Sentences T/114-120/Ex Slotting - Noun Phrases T/121-142/Ex Slotting Verb Phrases	S/524-25/En Punctuating Compound and Complex Sentences S/525-27/En Sentence Sense S/527-528/En Sentence Patterns			

	English Grammar & Composition	Guide to Modern English	Individualized Language Arts	Modern English In Action	Patterns of Communicating	Real World English	S.C.O.R.E.
General (continued)			T/143-149/Ex Slotting Clauses T/150-155/Ex Slotting Prepositional Phrases T/156-159/Ex Slotting Appositives T/160-172/Ex Slotting Verbal Phrases T/190-195/Ex Embedding T/196-205/Ex Interrogative Sentence T/206-209/Ex Imperative Sentence T/210-215/Ex Exclamatory Sentence				
1. Simple Sentences	S/34-5/Ex, P The Sentence S/206-219/Ex,P Writing Complete Sentence			S/443-446/Ex, P Run-Together Sentence S/446-451/Ex, P Sentence Fragments			

	English Grammar & Composition	Guide to Modern English	Individualized Language Arts	Modern English In Action	Patterns of Communicating	Real World English	S.C.O.R.E.
1. (continued)				S/504-5/En Completing Sentence Fragments S/516-17/En Parts of the Simple Sentence			
2. Compound Sentences				S/419-427/Ex,P Compound Sentence			
3. Complex Sentences				S/427-434/Ex,P Complex Sentence		S/28-33/Ex, P Through Writing	
				S/428-434/Ex,P Adjective Clauses		S/33/En Extensions	
SENTENCES: PARTS							
General			T/33-35/Ex Sentence Synthesis T/101-106/Ex Sentence Reduction T/107-113/Ex Slotting Basic Sentences T/114-120/Ex Slotting Noun Phrases T/143-149/Ex Slotting Clauses	S/462-468/Ex,P Sentence Patterns S/515-516/En Recognizing Parts of a Sentence	S/282-283/En Applications 1, 2		

	English Grammar & Composition	Guide to Modern English	Individualized Language Arts	Modern English In Action	Patterns of Communicating	Real World English	S.C.O.R.E.
General (continued)			T/150-155/Ex Slotting Prepositional Phrases T/156-159/Ex Slotting Appositives T/160-172/Ex Slotting Verbal Phrases T/190-195/Ex Embedding T/196-205/Ex Interrogative Sentence				
1. Subjects and Predicates	S/35-51/Ex, P Subject and Predicate S/66-68/Ex, P Classifying Sentences by Purpose			S/268-277/Ex, P Subjects and Predicates S/503-504/En Finding subjects and Verbs	S/259-270/Ex, P Subject and Predicate		
2. Modifiers, Single Words			T/33-35/Ex Sentence Synthesis T/36-44/Ex Expansion by Paragraphing T/49-90/Ex Outlining				

	English Grammar & Composition	Guide to Modern English	Individualized Language Arts	Modern English In Action	Patterns of Communicating	Real World English	S.C.O.R.E.
2. (continued)			T/173-176/Ex Movability T/190-195/Ex Embedding				
3. Complements (predicate noun, predicate adj.)	S/57-58/Ex, P Subject Complement			S/370-372/Ex, P Predicate Nouns and Pronouns S/372-374/Ex, P Predicate Adjectives			
4. Objects (direct, indirect) and object of preposition	S/59-66/Ex, P Objects			S/366-368/Ex, P Direct Objects S/368-370/Ex, P Indirect Objects			
5. Prepositional Phrases	S/69-77/Ex, P The Prose				S/271-274/Ex, P Expanding		
7. Dependent Clauses	S/94-106/Ex,P Subordinate Clauses			S/434-438/Ex, P Adverb Clauses S/438-440/Ex, P Noun Clauses	S/349-359/Ex,P,En Reduced Clauses		
8. Verbals, verbal phrases	S/77-89/Ex, P Verbals and Verbal Phrases			S/410-414/Ex, P Verbals Used as Adjectives S/414-415/Ex, P Gerunds: Verbals Used as Nouns	S/353-356/Ex, P Participial Phrase S/365-367/Ex, P Dangling Participles		

	English Grammar & Composition	Guide to Modern English	Individualized Language Arts	Modern English In Action	Patterns of Communicating	Real World English	S.C.O.R.E.
8. (Continued)				S/415-416/Ex,P Infinitives: Verbals Used as Nouns, Adj., and Adverbs			
SPELLING							
3. Application of basic spelling rules	S/563-577/Ex,P Spelling		T/33-35/Ex Sentence Synthesis T/91-94/Ex Expansion by Modification T/95-100/Ex Expansion by Duplication T/107-113/Ex Slotting--Basic Sentences T/114-120/Ex Slotting--Noun Phrases T/121-142/Ex Slotting--Verb Phrases T/143-149/Ex Slotting Clauses T/150-155/Ex Slotting--Prepositional Phrases	S/469-484/Ex, P Spelling	S/448-452/Ex, P Spelling		

	English Grammar & Composition	Guide to Modern English	Individualized Language Arts	Modern English In Action	Patterns of Communicating	Real World English	S.C.O.R.E.
3. (continued)			T/156-159/Ex Slotting Appositives T/160-172/Ex Slotting Verbal Phrases T/210-215/Ex Exclamatory Sentence				
STANDARD OF NEATNESS OF WRITTEN WORK							
General	S/593-594/Ex Manuscript Form						
USAGE							
General				S/519-21/En Using Pronouns S/521-523/En Review of Usage	S/436-43/Ex, P Verb Forms		
1. Appropriate Usage (standard, non-standard)	S/131-152/Ex,P Correct Use Of Verbs S/153-172/Ex,P Correct Use Of Pronouns			S/304-315/Ex,P Plurals and Possessives Of Nouns S/317-329/Ex,P Agreement of Verbs With Thei Subjects	S/391-411/Ex, P Word Usage S/443-7/Ex, P Adjectives Adverbs		

	English Grammar & Composition	Guide to Modern English	Individualized Language Arts	Modern English In Action	Patterns of Communicating	Real World English	S.C.O.R.E.
1. (continued)	S/173-188/Ex,P Correct Use Of Modifiers S/189-204/Ex,P Glossary Of Usage			S/349/Ex, P Ain't and Other Verb Usages S/378-380/Ex, P Using Adjectives Correctly S/380-384/ Using Adverbs Correctly S/384-386/Ex, P Using The Prepositions S/389-396/Ex, P Personal Pronouns S/508-9/En Writing Plurals S/509/En Possessives S/517-519/En Using Adjectives, Adverbs, and Prepositions			

GRADE 9 Activities

UNIT I: WRITE TO GIVE FORM TO EXPERIENCE

	Possible Grid Items
A. Write about personal experiences in a variety of forms.	
Activity 1: Have students keep a diary for one or two weeks. Encourage students to express feelings, reactions, attitudes, and insights rather than mundane routines.	Prose - Diary Paragraphs
Pre-writing Activity: Look at examples of journal entries that are dull and others that are insightful.	
Activity 2: During *Death* unit have students write a narrative describing a funeral experience they have had.	Prose - Narrative
Pre-writing Activity: Discuss various funeral traditions represented in the class or discuss what happened following a death in some class reading.	
F. Write a narrative	
Activity: Have the class play FICTIONARY. The teacher should choose several unusual adjectives (i.e., *Lilliputian*) and adverbs. She then writes each word on the board or an overhead and asks each student to create a definition for that word. Students write their definitions on slips of paper and put them in a container that already contains a slip with the correct definition. The teacher then reads all of the definitions and the class votes for the correct one. Ultimately, the true definition is revealed.	Parts of Speech - Adjective Adverb

UNIT II: WRITE TO RECALL DETAIL OF FACT OR EVENT

	Possible Grid Items
A. Recall detail of fact or event accurately.	
Activity 1: Teacher should walk around the room carrying a tray of several objects. Allow each student to look at it as it is casually passed. Then put tray in closet and ask students to list as many articles as possible.	Comp. Writing - List
Activity 2: Teacher or student teacher should wear unusual garb to school one day. The next day she/he should ask students to write a paragraph describing what she/he wore.	Prose - Description Paragraph
Activity 3: Have students write script for a role-playing scene they have just witnessed. (They might have students who have not observed role playing enact their script. How close was it to an original?)	
Pre-writing Activity: Read a novel or short story. Have students get in small groups and role-play scenes from a novel or short story that has been read. Students need not repeat dialogue word for word, but must portray the event accurately and sequentially.	None specific

UNIT III: WRITE TO GIVE FORM TO IMAGINATIVE CONTENT

Possible Grid Items

A. Write imaginative content in a variety of forms.

Activity: Have students view a short fictional film with sound turned off. Then have each student take the role of one character and write a paragraph describing that character's feelings during the film.

Prose - Narrative

- Paragraph

Option: Allow students to view film with sound after completion of assignment.

Pre-writing Activity: Choose a film that coincides with the current unit in some way.

D. Use descriptive words.

Activity: Play "In the Manner of the Word." Have 1-2 students go out of the room to think of a situation (i.e., shopping at a supermarket, being stopped for speeding). The rest of the class should think of an adverb (happily, angrily, sadly). When the two students return, they choose the characters for their situation. Class members chosen to role-play must do so "in the manner of the word," so that the two students who thought up the situation can guess the word. If, after considerable effort, the two cannot guess the word, they can ask the actors to do the opposite of the word.

Parts of Speech
Adverbs

I. Write dialogue in correct form.

Activity: Have students bring their favorite 8-12 frame comic strip to class. Tell students to write the strip in paragraph form, using correct dialogue form.

Paragraphs

Prose - Dialogue

Pre-writing Activity: Study of dialogue form.

UNIT IV: WRITE TO CONVINCE OTHERS

	Possible Grid Items
A. Use persuasive language in order to convince.	
Activity: Have students work in groups to create a product and then write a T.V. commercial to sell the product. Students will act out commercial for class.	Prose - persuasive essay Capitalization
Pre-writing: Discuss basic propaganda techniques and advertising appeals.	Punctuation
C. Write well-developed reasons in order to persuade.	
Activity: Have each student rank the following in order of importance to self: HEALTH, RELIGION, FRIENDS, FAMILY, MONEY, EDUCATION. Then have students write a paper briefly explaining and supporting their rankings.	Prose - persuasive essay Paragraphs
Pre-writing Activity: A class discussion on the six categories.	
E. Explain the difference between fact and opinion.	
Activity: Take 2-3 controversial issues and divide the class into groups, one "pro" and one "con" for each issue. Send students to IMC to find supporting evidence for their side. Have each group divide their evidence into two categories—fact and opinion—and cite sources. Have students present a panel discussion and let rest of class choose winner.	Composition Writing -Notes Reference materials
Pre-writing: Discuss fact and opinion as well as potential sources available in library.	

CHOSEN UNIT I: WRITE TO MAKE CRITICAL STATEMENTS

Possible Grid Items

Activity 1: Have students choose the qualities that they consider most important in a friend and write a multi-paragraph essay presenting the experiences and thoughts that led them to choose these qualities.

Lit. forms - expository essay

Paragraphs - all

Pre-writing: Conduct a class discussion about the most important qualities to be found in a friend. Ask students to support their responses with experiences or reasons.

Activity 2: Have students write a multi-paragraph essay describing their concept of the perfect school, family, or system for social order (police, army, behavior modification), for a future society.

Prose - expository essay

Paragraphs - all

Pre-writing: Conduct a class (or group) discussion identifying the problems existing in the present system and possible methods of correction.

Activity 3: Have students select and spend approximately three classes researching one of the following topics:

1. Euthanasia.
2. Legalizing abortion.
3. Changing the legal drinking age.
4. Legalizing marijuana.
5. The energy crisis.
6. Passage of equal rights amendment.
7. Cigarette smoking.
8. Gun control laws.

Prose - expository essay

Comp. writing - notes

Reference material

Paragraphs - all

Students should take some notes on research information. After collecting data, each student should reach a conclusion as to his/her attitude towards the issue. He/she must then formulate an assertion based on factual information (i.e., Legalized Abortion Constitutes Federal Murder).

The student will then develop a multi-paragraph essay explaining and supporting his/her position with at least three pieces of evidence.

Pre-writing: Discuss and make examples of assertions. Also discuss potential library sources for gathering data.

CHOSEN UNIT II: WRITE TO CREATE AN EFFECT

Possible Grid Items

Activity 1: Have students write a 1-3 paragraph composition (as time permits) describing the mood projected by a picture.

Prose - description

Pre-writing: Show students pictures (5-8) of several houses. A wide variety is needed, from opulent mansions to run-down mansions, tidy country cottages to abandoned farmhouses. Talk about how each makes one feel and why it extends that mood. Ask each student to pick a picture and use it as the subject of a descriptive paper. Have each student decide the mood he/she wishes to convey and note it at top of paper.

Paragraphs - all

Activity 2: Have students create one or more limericks, paying close attention to using appropriate form and content.

Poetry - limerick

Pre-writing: Look at several examples of limericks and discuss form and content.

Activity 3: Have students write one or more examples of a tanka, paying close attention to appropriate content and form.

Poetry - extension of the haiku

Pre-writing:

1. Discuss the form and subject matter appropriate for the tanka by analyzing a few examples.
2. Brainstorm ideas for the subject of a tanka. (Option: This is a good follow-up for a lesson on haiku!)

CHOSEN UNIT III: WRITE TO INVENT IMAGES

	Possible Grid Items
Activity 1: Have students compare themselves in a 1-3 paragraph paper to one of the four elements: earth, air, fire or water. Encourage students to use vivid images.	Prose - description Paragraphs - all
Pre-writing: Discuss the characteristics of each of the four elements.	
Activity 2: Tell students that their mind is a futuristic camera that records not only sights, but sounds, smells, and textures in three dimensions. They are to take a mental "picture" of a specific landscape, person, or event. They are then to describe their photograph in writing, using vivid images and descriptive details so that their reader cannot help but "see" their photo. The length of the paper can be determined by the teacher. Encourage students to describe utilizing all five senses.	Prose - description Paragraphs - all
Pre-writing: Included in above.	
Post-writing Option: Allow interested students to enter their written "pictures" in a "photography" contest to determine who has created the most vivid and complete mental pictures. Judges may be other students, the teacher, or a group of teachers. Each entry should be coded and name removed.	
Activity 3: Have students artistically recreate the image they feel is intended by an author, using key words and phrases to support their model. Students will then share and explain it to the class.	Prose - description
Pre-writing: Find several poem or prose selections that create specific and vivid images (i.e., "Stopping by Woods On a Snowy Evening"). Read the selection at least twice: During the first reading students are simply to listen carefully; during second reading students are to jot down key words or phrases that the author has used to create mental pictures in the reader's mind. It may be read a third time if requested. Have students then create a picture using crayons, colored pencils, or a collage that represents the image they feel the author wished to convey. Students are to jot those key words and phrases that support their representation on the back of the picture, or include them on the collage.	

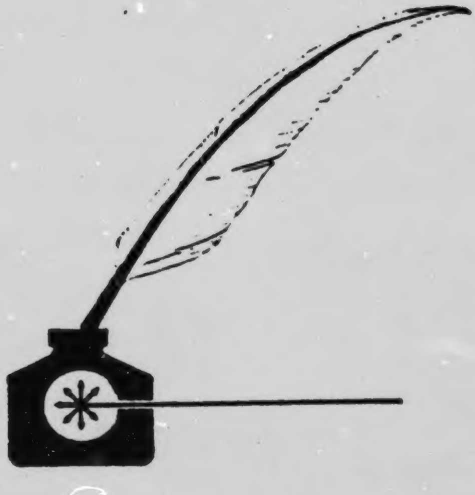
HELPING STUDENTS TAKE STANDARDIZED TESTS

The standardized tests junior high students take which relate most directly to composition and language study are:

The Otis-Lennon Mental Ability Test
  Grade 7 (October)

The California Achievement Test:
  Grade 9—19C: Spelling, Language Mechanics, Language Expression (March and April)

Teachers are urged to use the practice worksheets on the pages following to prepare students to take the standardized tests without distracting anxiety about question formats, vocabulary, or concepts. Freedom from anxiety will enable students to demonstrate their composition and language knowledge and skill more accurately than otherwise.



TEACHER RESOURCE

Formats, Concepts, Vocabulary found in Standardized Tests

I. Otis-Lennon Mental Ability Test (7th grade)

1. Drill on classifying.
   e.g. Which thing best belongs with: book, pamphlet, newspaper
   a. film b. picture c. statue d. magazine a b c d

2. Drill on antonyms and synonyms
   e.g. The opposite of anxious is
   a. angry b. confident c. sick d. healthy a b c d
   e.g. A person who is persuasive is
   a. convincing b. evil c. gentle d. determined a b c d

3. Work on definitions (classifying word in its broadest class and then qualifying).
   e.g. Which of the following best tells what a car is?
   a. It is metal and shiny c. It is a vehicle
   b. It takes people to work d. It goes faster than horses a b c d

4. Give experience with questions that have a best answer, not an absolute answer.

5. Give experience with analogies ("as to") questions.
   e.g. Student is to Teacher as Teacher is to
   a. child b. principal c. policeman d. mother a b c d

6. Give experience with tests using a separate IBM-type answer sheet on which appropriate slots need to be shaded in.

II. California Achievement Tests (9th Grade)

(Spelling)

1. Give practice in noticing misspellings amid proper spellings.

   e.g. Mark the letter under the word that is misspelled.

   We picniced at the fairgrounds last Wednesday. None

   a b c d

2. Drill spelling rules and patterns.

(Language Mechanics)

1. Drill on capitalization usage.

   e.g. Mark the letter under the part of the sentence that needs a capital letter.

   North Platte / is a city / in western / Nebraska. None

   a b c d e

2. Drill on punctuation usage.

e.g. Mark the letter under the punctuation mark that has been left out of the sentence.

"This house, John said, "belongs to my uncle".

"	,	.	!	None
a	b	c	d	e

(Language Expression)

1. Give practice identifying the subject and the verb of a sentence.

e.g. Mark the letter under the subject of the sentence.

Joe	bought a bicycle	in Omaha	last Saturday.	None
a	b	c	d	e

2. Identify correct usage and sentence structure.

e.g. Mark the letter beside the word or words that best complete the sentence.

Mr. Edwards is looking for teenagers ________ he can hire.

a. who
b. whom
c. which

e.g. Identify the sentence that is most clearly written.

a. David washed and brushed the dirty, tired dog.
b. Dirty and tired, David washed and brushed the dog.
c. David, dirty and tired, washed and brushed the dog.

PRACTICE WORKSHEET I
SAMPLE TEST: SPELLING
California Achievement Test
For use in Grade 9

Steps to Follow

I. Read each sentence.
II. Decide if one of the underlined words is misspelled or if none of the words is spelled wrong.
III. Look at the answer spaces at the right or on your answer sheet.
IV. Fill in the answer space which has the same number as the one chosen.

Sample:

A. Strife for excelence to be successful. None a b c d
a b c d

B. The giraffes were frolicking in the sumer sun. None f g h j
f g h j

1. His greivance was not taken seriously by his employer. None a b c d
a b c d

2. It was extrordinary that the sophomores were able to defeat the seniors. None f g h j
f g h j

3. Careing for gerbils is one of my hobbies. None a b c d
a b c d

4. My priest is my freind and neighbor. None f g h j
f g h j

5. The principal confered with the student about his referral. None a b c d
a b c d

PRACTICE WORKSHEET II
SAMPLE TEST: LANGUAGE MECHANICS
California Achievement Test
For use in Grade 9

Steps to Follow:

This test will show how well you use capital letters and punctuation marks.

I. Items 1-5 will test your knowledge of capitalization. Find the part of the sentence that contains a word which should be capitalized.
II. Mark the space at the right or on your answer sheet that has the same letter as the part of the sentence you've chosen. If no capital letters are missing, mark the space that goes with the word "None".
III. Items 6-10 will show if you know correct usage of punctuation marks. Read each sentence.
IV. If no punctuation mark is needed, mark the space at the right or on your answer sheet that goes with the word "None".
V. If a punctuation mark has been left out, look at the punctuation marks below the sentence. If one of those marks is needed, mark the space that goes with that punctuation mark.

Sample:

A. The Rocky mountains / in Colorado Springs /
a b
are among the oldest mountains / in the world. None a b c d e
c d e

B. The chapter entitled "The Dance was my favorite.
, ; " ! None
f g h j k f g h j k

1. We saw / the French / play The Miser / performed in the round. None
a b c d e a b c d e

2. North Platte / is a city / in western / Nebraska. None
f g h j k f g h j k

3. My nephew has / a full-time job / at a chinese / laundry downtown. None
a b c d e a b c d e

4. Last week I / lent my grandmother / a copy of / Pride and Prejudice. None
f g h j k f g h j k

5. The captain / of our team / said, "let's win / this game. None
a b c d e a b c d e

6. "This house, John said, "belongs to my uncle".
" , . ? None
a b c d e a b c d e

7. "Your party" Susan announced, "was a great success".

" , . ! None

f g h j k f g h j k

8. Ed will you bring me the newspaper?

" , . ; None

a b c d e a b c d e

9. Your research was inaccurate therefore your report will have to be re-written.

, . : ; None

f g h j k f g h j k

10. Jose wondered, "What will I say to her"

! ? " . None

a b c d e a b c d e

PRACTICE WORKSHEET III
SAMPLE TEST: LANGUAGE EXPRESSION PART A
California Achievement Tests
For use in Grade 9

Steps to Follow

I. Read each sentence.
II. In items 1-5 choose the underlined part that is the subject of the sentence. In items 6-10 choose the underlined part that is the verb of the sentence.
III. Look at the answer spaces at the right or on your answer sheet.
IV. Fill in the space which has the same letter as the answer you have chosen.

Sample:

In A, choose the subject of the sentence; in B choose the verb.

A. Joe bought a bicycle in Omaha last Saturday. a b c d
a b c d

B. Counting sheep is said to help one sleep. f g h j
f g h j

Choose the underlined part that is the subject of the sentence.

1. In baking a cake, one must read the recipe carefully. a b c d
a b c d

2. The student's assignment was to write an essay. f g h j
f g h j

3. From the center of the room came loud cheering. a b c d
a b c d

4. In the maid's closet there are two brooms. f g h j
f g h j

5. Running a store is not an easy job. a b c d
a b c d

Choose the underlined part that is the verb of the sentence.

6. Try to improve your posture. f g h j
f g h j

7. The swimming trunks left here last week could be in the locker room. a b c d
a b c c

8. Running in place is supposed to be good exercise. f g h j

f g h j

9. Alana likes to read while taking a bath. a b c d

a b c d

10. By shopping during the week, we will avoid the large crowds. f g h j

f g h j

PRACTICE WORKSHEET IV
SAMPLE TEST: LANGUAGE EXPRESSION PART B USAGE AND SENTENCE STRUCTURE
California Achievement Tests
For use in Grade 9

Steps to Follow

I. Read the sentences and choose the one that is most clearly written.
II. Look at the answer spaces at the right or on your answer sheet.
III-A. Fill in the space which has the same letter as the sentence you have chosen.

Sample:

A. a—I found the shirt with the white stripes in the dresser drawer.
b—I found the shirt in the dresser drawer with the white stripes.
c—The shirt was found with the white stripes in the dresser drawer.
a b c

B. f—David washed the dirty, tired dog.
g—Dirty and tired, David washed the dog.
h—David, dirty and tired, washed the dog.
f g h

1. a—Tired and hungry, the cabin in the distance was a welcome sight to Joe.
b—To Joe, tired and hungry, the cabin in the distance was a welcome sight.
c—To Joe, tired and hungry, the cabin was a welcome sight in the distance.
a b c

2. f—The goldfish died because no one fed them.
g—The goldfish died because of the fact that no one fed them.
h—As a result of the cause that no one fed them, the goldfish died.
f g h

3. a—Alfredo scolded in a joking manner about the trials of having five little brothers.
b—Alfredo joked about the trials of having five little brothers.
c—Alfredo scoldingly made a joke about the trials of having five little brothers.
a b c

4. f—Track, baseball, and playing football are my favorite sports.
g—Playing track, playing baseball, and playing football are my favorite sports.
h—Track, baseball, and football are my favorite sports.
f g h

5. a—Expect both happiness and being sad in life.
b—Expect both happiness and sadness in life.
c—Expect both happiness and not being happy in life.
a b c

III-B. Choose the word or words to complete the sentence most correctly.

Sample:

A. Neither Lisa nor Joyce will have ______ way.
a. her
b. their
a b

B. Mr. Edwards is looking for teenagers ______ he can hire.
f. who
g. whom
h. which
f g h

6. Please close the box of crackers and put ______ in the cupboard.
a. it
b. them
a b

7. The deer _____ their fawns to find food.
   f. teach
   g. teaches
   f g

8. Play as _____ as you are able.
   a. well
   b. good
   a b

9. The fourth quarter was ended; _____, the score was a tie, so overtime play began.
   f. consequently
   g. for example
   h. thus
   j. however
   f g h j

10. Julia is never late; _____, she is usually at work one half hour early.
   a. although
   b. as a result
   c. for instance
   d. on the contrary
   a b c d

PRACTICE WORKSHEET V
SAMPLE TEST: LANGUAGE EXPRESSION PART C – PARAGRAPH ORGANIZATION

California Achievement Tests
For use in Grade 9

These items will show your ability to organize sentences to make a good paragraph. There are three different kinds of items for this purpose:

Steps to Follow:

I-A. Choose the letter that identifies the best sentence order for the paragraph.

Sample A:

1- Caffeine and candy, long used to give quick energy, have been shown to produce an abnormally low energy level following that initial quick spurt.
2- The saying "You are what you eat." is proving to be very true.
3- Proper nutrition may yet prove to be the solution to some of our puzzling mental and physical illnesses.
4- Refined sugar, white flour, and artifical colorings and flavorings may be responsible for behavior problems of some children.

a. 1–2–3–4　　c. 2–4–1–3
b. 4–2–3–1　　d. 3–4–2–1

a b c d

I-B. Choose the pair of details that best supports the topic sentence.

Sample B:

The saying "You are what you eat." is proving to be very true.

f- The link between nutrition and mental and physical health is being seriously studied by nutritionists, doctors, and psychiatrists. Refined sugar, white flour, and artificial colorings and flavorings may be responsible for behavior problems of some children.
g- Soda pop and hamburgers are the number one fast foods in America. Pizza has become number two.
h- Americans go on a diet an average of once a year. Why do people have such a difficult time controlling their eating habits?

f g h

I-C. Choose the best sentence to conclude each paragraph.

Sample C:

The saying "You are what you eat." is proving to be very true. The link between nutrition and mental and physical health is being seriously studied by nutritionists, doctors, and psychiatrists.

a- Refined sugar, white flour, and artificial colorings and flavorings may be responsible for behavior problems of some children.
b- Proper nutrition may yet prove to be the solution to some of our puzzling mental and physical illnesses.
c- Why do people have such a difficult time controlling their eating habits?
d- Soda pop and hamburgers are the number one fast foods in America.

a b c d

II. Look at the answer spaces at the right or on your answer sheet.
III. Fill in the space which has the same letter as the answer you have chosen.

A 1. 1–Kim took a slice of bread.
2–She put jelly on top of the peanut butter.
3–She put peanut butter on the bread.
4–Then she folded the bread in half and ate her sandwich.

a. 4–3–2–1 c. 1–3–2–4
b. 1–2–3–4 d. 4–1–3–2

a b c d

2. 1–At dusk we said, "Hello" to our grandparents.
2–We left home early in the morning.
3–We packed our suitcases for the trip.
4–We drove for several hours.

f. 4–3–2–1 h. 3–4–2–1
g. 2–3–1–4 j. 3–2–4–1

f g h j

3. 1–Though the character is a dog, his sentiments have reminded many people how to be human.
2–Some cartoon characters are so appealing that they seem almost human.
3–An example is the cartoon character of Snoopy.
4–His words of wisdom adorn items extending from backpacks to wall hangings.

a. 2–3–4–1 c. 3–1–4–2
b. 1–3–4–2 d. 2–3–1–4

a b c d

Choose the pair of details that best supports the topic sentence.

B 4. Recycling can be an important means of conserving natural resources that are in short supply.

f–Recycling paper can lengthen the lives of many trees. Aluminum cans which litter the roadsides can instead be recycled to good use.
g–The world is running very low on many of our essential fuels. Scientists must devote more time to searching for new means of producing energy.
h–Recycling is very time-consuming for the individual. Driving papers to a recycling center and flattening aluminum cans may seem to be more effort than the products are worth.

f g h

5. Summer vacation was almost over and there were still many projects to be completed.

a–People who put things off till tomorrow usually find themselves in this situation. They seldom learn from their previous mistakes.
b–The cedar chest that I'd begun refinishing was only half done. The new suit I'd begun sewing still had no buttons.
c–School would start next week. There would be many new experiences and new friends at the new school.

a b c

Choose the best sentence to conclude each paragraph.

C 6. Almost half of all marriages now end in divorce. Sociologists suggest that one cause may be the increasing numbers of wives who are working. The absence of one particular person at home to deal with the never-ending work of keeping a house and raising children puts a strain on the couple who find that all their leisure time is spent on housework and childcare.

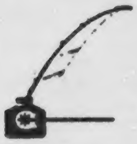
f—Couples need help learning to adjust to the new roles that they are adopting.
g—Automation has resulted in more leisure time for Americans.
h—Teenagers and parents need to adapt to the growing independence of the teenager.

f g h

7. First it was rock and roll, then disco. Punk rock was a phase, and then New Wave.

a—The Beatles were one important musical group.
b—Musical fads change just as fads in fashion.
c—Many people who grew up with Frank Sinatra have difficulty adjusting to The Rolling Stones.
d—Disco dancing was very popular.

a b c d



SENIOR HIGH WRITTEN COMPOSITION

Grades 10 - 12

SENIOR HIGH WRITTEN COMPOSITION

Table of Contents

Descriptive Pages

Units Expected of Everyone S-3
Senior High Units (scope) S-4
Senior High Units (by year) S-5
Units Chosen by Individuals S-6
Instructional Materials Codings S-7
Coding Key S-9
Suggested Composition Activities S-11
Work/Study Objectives, 10-12. . . . . . S-12

Grade 10

Units

Expected . . . . . S-13 to S-17
Chosen S-18, S-19

Codings

Expected . . . . . S-21 to S-28 & S-79 to S-83
Chosen . . . . . S-29 to S-41 & S-84 to S-90
Grids . . . . . S-43 to S-77 & S-91 to S-109

Activities

Expected . . . . . S-111 to S-116
Chosen . . . . . S-117 to S-121

Grades 11-12

Units

Expected . . . . . S-122 to S-127
Chosen S-128, S-129

Codings

Expected . . . . . S-131 to S-137 & S-157 to S-162
Chosen . . . . . S-138 to S-147 & S-163 to S-172
Grids . . . . . S-149 to S-155 and S-173 to S-180

Activities

Expected . . . . . S-181 to S-186
Chosen . . . . . S-187 to S-191
Helping Students Take Standardized Tests . . . . . S-193 to S-203

Primary, Intermediate, and Junior High curriculum guide sections are also available from Lincoln Public Schools Distribution Center.

UNITS
EXPECTED OF EVERYONE

Grade 10 . . . . S-13 to S-17
Grades 11, 12 . . . . S-122 to S-127

All students have opportunity for instruction
in learnings that are considered to be:

ESSENTIAL for *continued learning,*

or for *application in life*

DESIRABLE for *"literacy"*

or for *exploration*

These learnings are included in units
which resemble this page.

Senior High Units
(scope)

These units are the organizers of instruction. Items from the "Experiences" and "Writing Mechanics" grids are correlated with them as considered appropriate by the teacher.

	INFORMATIVE	Pg	ELICITIVE	Pg	EXPRESSIVE	Pg
Grade 10	Write to Record Accurate Information For Own Use Write to Organize and Convey Factual Knowledge	S-13 S-17	Write to Give Directions	S-14	Write to Give Form to Personal Experience and Imaginative Content *Write to Invent Images** *Write to Use Literary Devices to Create Artistic Effect**	S-15 S-18 S-19
Grades 11 & 12	Write to Give Critical Reasons	S-122	Write to Give Directions Write to Convince Others	S-123 S-126	Write to Give Form to Personal Experience and Imaginative Content *Write to Invent Images** *Write to Use Literary Devices to Create Artistic Effect**	S-124 S-128 S-129

**"Chosen" Units*

Senior High Units
(by year)

Unit order within a year may be altered as necessary to correlate with other instruction.

Page

GRADE 10

I. Write to Record Accurate Information for Own Use (Informative) S-13
II. Write to Give Directions (Elicitive) S-14
III. Write to Give Form to Personal Experience and Imaginative Content (Expressive) S-15
Chosen:
I. Write to Invent Images (Expressive) S-18
II. Write to Use Literary Devices to Create Artistic Effect (Expressive) S-19

GRADES 11 and 12

I. Write to Give Critical Reasons (Informative) S-122
II. Write to Give directions (Elicitive) S-123
III. Write to Give Form to Personal Experience and Imaginative Content (Expressive) S-124
Chosen:
I. Write to Invent Images (Expressive) S-128
II. Write to Use Literary Devices to Create Artistic Effect (Expressive) S-129

UNITS CHOSEN BY INDIVIDUALS

Grade 10 . . . . S-18, S-19 — for continuing exploration
Grades 11, 12 . . . . S-128, S-129
— to fulfill individual goals

In addition to opportunity for instruction in the "expected" part of the curriculum, all students have additional opportunity for instruction based on individual interests, motivations, and abilities. This may be found in the "chosen" units, which resemble this page.

The classroom teacher adjusts content, teaching method, and standards of expectation to the ability of the individual student. The district provides support through service topics such as learning disabilities, giftedness, and teaching techniques.

There is no one right way to provide "chosen" instruction for students: it must be determined in the interaction of one student with one teacher.

Continuing exploration, for example, may mean in-depth study of an "expected" learning, or it may mean acceleration to more challenging study. If it is the former, objectives and activities may be found in the "expected" part of the curriculum. If it is the latter, the "chosen" units that follow provide guidance. For many students, it will be a blend of the two.

Individual goals are as varied as are students, and may include either preparation for a career or desire to improve in one kind of writing. The curriculum provides resources for both, but not in "package" form, such as a *journalism* "package." Creation of such groupings is left to student-teacher-parent participation of the Individualized Educational Plan, and may come from either or both the "expected" or "chosen" parts of the curriculum.

INSTRUCTIONAL MATERIALS CODINGS

Grade 10. . . . . S-21 to S-77, & S-79 to S-109
Grades 11, 12 . . . . . . S-131 to S-155, & S-157 to S-180

A variety of commercial materials support TARGET: WRITING, the organizer for composition instruction in the Lincoln Public Schools. It may also be supported by the teacher's use of the student's own writing as a "textbook."

Access to instructional materials in wide use in the district is provided by the following pages. Where no textbook support exists for an objective, an effort has been made to provide a suggested activity (See Suggested Composition Activities) for it.

Section A: Pages (Grade 10); pages (Grades 11 and 12)

1. *Advanced Composition: A Book of Models for Writing,* Warriner, Ludwig, & Connolly, 1961, Harcourt, Brace & World, Inc., N.Y., N.Y.
2. *Building English Skills, Blue Level,* 1977, McDougal, Littell, and Co., Evanston, Ill.
3. *Building English Skills, Skills Practice Book, Blue Level,* 1977, McDougal, Littell & Co., Evanston, Ill.
4. *Composing with Sentences,* Halliburton & Pastava, 1974, Cambridge Book Company, New York, N.Y.
6. *Composing with Style,* Pastava, 1974, Cambridge Book Co., N.Y., N.Y.
7. *Guide to Modern English 10,* Corbin, Blough, & Vander Beek, 1965, Scott, Foresman and Co., Chicago, Ill.
8. *Guide to Modern English Eleven,* Corbin & Perrin, 1963, Scott, Foresman and Company, Glenview, Ill.

Section B: Pages (Grade 10); pages (Grades 11 and 12)

9. *Individualized Language Arts,* Second Edition, Weehawken School District, 1974, Weehawken, N.J.
10. *The Lively Art of Writing,* Revised Edition, Payne, 1970, Follett Publishing Company, Chicago, Ill.
11. *The Practical Stylist,* 4th Edition, Baker, 1977, Thomas Y. Crowell Co., Inc., N.Y., N.Y.
12. *SCORE,* Lincoln Public Schools, 1974.
13. *Writing: Unit-Lessons in Composition,* Brown, Kowalski, Tanner, & Tuohey, ed. by Shutes, 1964, Ginn & Co., Boston, Mass.
14. Writer's Laboratory Packets, Lincoln Public Schools, 1977.

Additional Resource Suggestions (not coded or coded only in part)

1. *Composition, Models and Exercises, Fifth Course,* Warriner, 1977, Harcourt Brace Jovanovich, Inc., N.Y., N.Y.
2. *English Grammar and Composition, Fourth Course,* Warriner, 1973, Harcourt Brace Jovanovich, Inc., N.Y., N.Y.
3. *Ideas and Expressions,* Vander Beek, Scott, Foresman Co., 1975.
4. *Individualized Language Arts,* Second Edition, Weehawken School District, 1974, Weehawken, N.J.
5. "A Thousand Topics for Composition: Revised," *Ill. English Bulletin,* Jan. 1971, Vol. 58, No. 4, Illinois Association of Teachers of English, Urbana, Ill.
6. *Writing Exercises from Exercise Exchange,* ed. by Littleton Long, 1976, National Council of Teachers of English, Urbana, Ill.
7. *Writing Themes About Literature,* Third Edition, Roberts, 1973, Prentice-Hall, Inc., Englewood Cliffs, N.J.

WRITING LAB MATERIALS

1. Capitalization
    - 405 Avoid caps in seasons, compass points, and school subjects.
2. Evaluation Skills
    - 243 Recognize need for revision
    - 245 Use a dictionary, handbook and proofreading symbols
    - 246 Use a checklist to evaluate writing
3. Punctuation
    - 413 Proper terminal punctuation
    - 433 Comma for clarity
    - 455 Quotation marks to identify word being defined
    - 471 Use italics for words or letters
    - 540 Use homonyms and synonyms
    - 541 Commonly confused words
    - 554 Use abbreviations correctly
    - 560 Eliminate dangling modifiers
    - 615 Avoid over use of "being" verb
    - 617 Use active verbs (Try U III, E, r (11-12))
    - 703 Avoid run-on sentences
    - 727-759 Sentence variety skills
    - 815 Summary sentence in paragraph
    - 932 Conduct survey and write report
    - 934 Write report using scientific method of reasoning
4. Study Skills
    - 224 Use table of contents and index of book
    - 231 Arrange list in bibliography alphabetically
5. Writing Terminology
    - 152 Language: definition, origin, and structure
    - 158 Poetic form
    - 159 Poetic devices of sound
    - 160 Meter, rhythm, and foot patterns
    - 161 Verse and stanza patterns
    - 163 Creativity

CODING KEY

1. Complete titles of materials appear at the top of the coding pages.

2. Elements of each coding are as follows:

a. Intended Audience	b. Page Number(s)	c. Nature of Material
Student or Teacher (S) (T)		Either Example or Model (Ex) or Practice (P) or Enrichment (E)

d. Activity Designation (if any)

3. Example:

for MODERN ENGLISH IN ACTION S/44/P *Studying Pairs of Sentences*	**Read:** in MODERN ENGLISH IN ACTION for this year, in the student edition, on page 44, there is a practice activity entitled *Studying Pairs of Sentences.*
for INDIVIDUALIZED LANGUAGE ARTS T/107-113/Ex *Slotting (Basic Sentences)*	**Read:** in the INDIVIDUALIZED LANGUAGE ARTS teacher resource, there are examples of the slotting technique for basic sentence writing on pages 107-113.

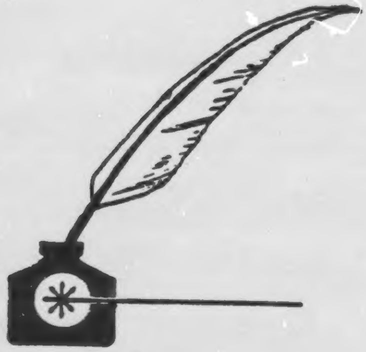
✏	"Expected" for all students	◕	Experiences Grid
✒	"Chosen" by individuals	!	Mechanics Grid

SUGGESTED COMPOSITION ACTIVITIES

Grade 10. . . . . S-111 to S-121
Grades 11, 12 . . . . S-181 to S-191

Composition activities following the codings for each year are provided to assist in the integration of TARGET: WRITING units with other areas of English language arts (literature, for example) and with other subject matters (social sciences, for example). For some activities, possible forms of writing or writing mechanics (grid items) are suggested.

One writing activity frequently provides instruction in *several* curriculum objectives. *All* activities should include pre-writing motivation, designated audience and purpose for the writing, student knowledge of evaluation items, and other characteristics of good composition instruction as listed on pages 14 and 15 of the curriculum guide.



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WORK/STUDY OBJECTIVES

Skills and Attitudes Shared with Other Subjects

	10	11	12
A. Follow both oral and written directions explicitly.	X	X	X
1. Careful observation			
2. Careful listening			
3. Understanding of terminology			
4. Completion of the task within the time limit			
B. Strive for excellence until all the evaluation specifics are met.*	X	X	X
C. Proofread, edit, and rewrite a rough draft	X	X	X
1. Proofreading (reading for errors)			
2. Editing			
a. Correction of errors			
b. Refinement of work			
3. Rewriting (accurate copying)			

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*Attitude objective

UNIT I WRITE TO RECORD ACCURATE INFORMATION FOR OWN USE

A. List adequate identification of source.

   1. Title
   2. Speaker or author

B. Record factual data from an outside source (e.g., lecture, book, media).

   1. Accurate
   2. Precise (e.g., key words and phrases)
   3. Complete
   4. Relevant

C. Write major/minor ideas (basic outline: not to be assessed).

   1. Main ideas
   2. Supporting details

D. Write legibly for later reading and use for self.

   1. Manuscript or cursive handwriting
   2. Personal or standard shorthand

UNIT II WRITE TO GIVE DIRECTIONS

A. Use the appropriate method of development for giving directions.
    1. Chronological order
    2. Spatial relationships
    3. Cause/effect

B. Write to give complete directions for a specified audience.
    1. All steps to reach the desired outcome
    2. All necessary information (e.g., parts, materials, equipment, ingredients)

C. Write words, phrases, or sentences which will permit the reader to follow the directions with ease.
    1. Word choices
        a. Concrete
        b. Commonly-used words
        c. Appropriate transitions
    2. Phrases
        a. Well-known reference points (e.g., locations, conditions)
        b. Brevity
    3. Sentences (e.g., used most often)
        a. Imperative (command)
        b. Simple

D. Write a business letter in correct form (e.g., application letter).
    1. Heading
    2. Inside address
    3. Greeting
    4. Body
    5. Closing
    6. Signature

UNIT III WRITE TO GIVE FORM TO EXPERIENCE AND TO IMAGINATIVE CONTENT

A. Write in an appropriate form for the purpose.

  1. Poem (e.g., couplet, limerick, cinquain, free verse)
  2. Prose (personal narrative, story, character sketch, social letter)

B. Develop and create an element of surprise
  1. Unique words and word arrangement
    a. Personal choice
  2. Unexpected details
  3. A twist in thought (e.g., irony)
  4. Making the common uncommon

C. Use a personally unique perspective for a piece of writing.
  1. Writer's stance
  2. Persona

D. Use appropriate rhythmic devices.
  1. Balanced construction (e.g., parallelism, antithesis)
    a. Phrase
    b. Sentence
    c. Refrain
  2. Repetition (e.g., sounds, words, phrases)
    a. Alliteration
    b. Rhyme (poetry)
  3. Rhythm

E. Show in writing the experience, do not tell it.
  1. Stating of generalizations avoided
  2. Use of specific details
  3. Use of images (e.g., mental picture which appeals to the five senses and includes movement and action)
    a. Real
    b. Invented
      (1) Concrete experience
      (2) Abstract experience

continued on next page

UNIT III WRITE TO GIVE FORM TO EXPERIENCE AND TO IMAGINATIVE CONTENT (continued)

4. Use figurative language
    a. Simile
    b. Metaphor
    c. Hyperbole
    d. Personification
    e. Onomatopoeia
5. Word choice
    a. Descriptive

F. Use words with levels of meaning to suit the task.
1. Connotation
2. Allusion
3. Irony

G. Use appropriate point of view.
1. First person
2. Third person

UNIT IV WRITE TO ORGANIZE AND CONVEY FACTUAL KNOWLEDGE

A. Write an essay according to a process.
  1. Listing of information and experience related to a given topic (e.g., brainstorming)
  2. Topical statement
    a. Limits subject
    b. Directs development
  3. Specific choices from the data gathered which develop the topical statement
    a. Data
    b. Evidence
  4. Organization of data into at least three paragraphs
    a. Introduction
      (1) General information
      (2) Topical statement
    b. Body paragraph(s)
      (1) Central idea–topic sentence
      (2) Paraphrase of topical statement
    c. Conclusion
      (1) Summary of main points
      (2) Paraphrase of topical statement

B. Choose from a variety of paragraph developments to convey factual knowledge.
  1. Example
  2. Details
  3. Similarities/differences
  4. Deductive

C. Complete a form.
  1. Complete
  2. Accurate
  3. Precise

D. Write a business letter in correct form.
  1. Heading
  2. Inside address
  3. Greeting
  4. Body
  5. Closing
  6. Signature

E. Give accurate credit to sources of information used.
  1. Direct quotes
  2. Indirect quotes

CHOSEN UNIT I: WRITE TO INVENT IMAGES

A. Use phrases or sentences to convey a mental picture.

1. Effective sensory language
2. Fresh, specific words or phrases

B. Create a unity of impression.

1. One viewpoint
2. Consistent focus
3. Essential details
4. Internal coherence

C. Use varied language.

1. Word substitutes
    a. Synonyms
    b. Antonyms

2. Appropriate modifiers

D. Use figurative as well as literal language.

1. Simile
2. Metaphor
3. Hyperbole
4. Personification
5. Onomatopoeia
6. Concrete words

CHOSEN UNIT II: WRITE TO USE LITERARY DEVICES TO CREATE AN ARTISTIC EFFECT

A. **Use an appropriate form.**

1. Poetry
2. Prose
    a. Fiction
    b. Non-fiction

B. **Use consistent levels of language appropriate to form.**

1. Formal
2. Informal
3. Nonstandard
4. Dialects

C. **Select a purpose and appropriate literary devices.**

1. Purpose
    a. To convey mood
    b. To convey attitude
    c. To recreate an experience
    d. To create an impression

2. Devices
    a. Alliteration
    b. Allusion
    c. Antithesis
    d. Balance
    e. Coined words
    f. Connotation
    g. Denotation
    h. Euphemism
    i. Extended metaphor
    j. Idiom
    k. Irony
    l. Overstatement
    m. Oxymoron
    n. Parallelism
    o. Repetition
    p. Rhetorical question
    q. Rhyme
    r. Rhythm
    s. Symbolism
    t. Understatement

CODINGS FOR GRADE 10 EXPECTED UNITS

Section A

	ADVANCED COMPOSITION	BUILDING ENGLISH SKILLS	COMPOSING WITH PARAGRAPHS	COMPOSING WITH SENTENCES	COMPOSING WITH STYLE	GUIDE TO MODERN ENGLISH
UNIT I – WRITE TO RECORD ACCURATE INFORMATION FOR OWN USE	– No Codings –					
UNIT II – WRITE TO GIVE DIRECTIONS						
A. Use the appropriate method of development for giving directions.			S/60-63/Ex, P S/70-73/Ex, P T/25/Ex T/37/Ex			
B. Write to give complete directions for a specified audience		S/147-148/P Writing Explanatory Comp.	S/58-59/Ex, P S/63/P S/66-68/Ex, P S/69-73/Ex, P	S/276-277/P		
C. Write words, phrases, or sentences which will permit the reader to follow the directions with ease.			S/67-69/Ex, P S/68-70/Ex, P S/275-278/Ex, En S/279-280/P Ex. 10, 11, 12 T/26-27/Ex			T/161-162/En T/162-163/ T/174-175/P
D. Write a business letter in correct form (e.g., application letter).						S/236-253/Ex Business Letter

10

	ADVANCED COMPOSITION	BUILDING ENGLISH SKILLS	COMPOSING WITH PARAGRAPHS	COMPOSING WITH SENTENCES	COMPOSING WITH STYLE	GUIDE TO MODERN ENGLISH
D. (continued)						S/243-253/P Business Letter Ex. 1-11 S/287/Ex S/289-292/En Ex. 2 and 3 S/292/P Ex. 1
UNIT III – WRITE TO GIVE FORM TO EXPERIENCE AND TO IMAGINATIVE CONTENT						
A. Write in an appropriate form for the purpose.		S/121-138/Ex Narr. Comp. S/137/P Ex. B	S/74-91/Ex, P T/42-44/Ex T/53-56/Ex	S/29-31/Ex, P S/42-48/Ex, P S/63/P 2 S/64-74/Ex, P Ex. 1-3 S/190-191/Ex, P T/19-20/Ex T/22-23/Ex T/29-32/Ex T/46/Ex	S/37/P S/94/P S/122/P T/29-31/Ex T/45-47/Ex	S/25-27/Ex, P Ex. 13 S/211-212/Ex Narrative S/212/P Ex. 11

	ADVANCED COMPOSITION	BUILDING ENGLISH SKILLS	COMPOSING WITH PARAGRAPHS	COMPOSING WITH SENTENCES	COMPOSING WITH STYLE	GUIDE TO MODERN ENGLISH
B. Develop and create an element of surprise.			T/62-63/Ex	S/8-10/Ex, P S/26-27/P S/48-49/Ex, P S/254-258/Ex, P	S/74-75/P S/90/P T/32/Ex T/59-60/En	
C. Use a personally unique perspective for a piece of writing.				S/272-275/Ex, P S/278/P S/283-288/P	S/11-19/Ex, P S/96/P T/60-61/Ex	
D. Use appropriate rhythmic devices.		S/171-173/Ex Letter of Employment S/173-174/P Exercise: Letters of Employment S/213-216/P Ex. A and B Parallelism		S/167-169/Ex, P S/170-177/Ex, P T/35-36/Ex	S/109/P	
E. Show (in writing) the experience, do not tell it.		S/147-148/P Ex. Writing Description Comp.	S/2-3/Ex, P S/4-5/P S/6-11/Ex, P	S/12-17/Ex, P S/17-21/Ex S/21/P	S/2-6/Ex, P S/21-29/Ex, P S/30-32/Ex, P	S/28-29/Ex, P Ex. 14 and 15 S/213-214/Ex Descriptive Essay

	ADVANCED COMPOSITION	BUILDING ENGLISH SKILLS	COMPOSING WITH PARAGRAPHS	COMPOSING WITH SENTENCES	COMPOSING WITH STYLE	GUIDE TO MODERN ENGLISH
E. (continued)			S/12-21/Ex, P S/22-23/P S/25-37/Ex, P S/223-224/P S/224-228/Ex, P S/229-230/P T/19-21/Ex T/41-42/Ex T/56-57/Ex, P	S/21-25/Ex, P S/25-26/Ex S/28/P S/32-41/Ex, P S/56-58/Ex, P S/63/P S/74-81/Ex, P S/99-104/Ex S/106/P S/107-114/Ex, P S/115-129/Ex, P S/166/P S/178-183/Ex, P S/194-199/Ex, P S/200/Ex, P S/205-207/Ex S/212-218/Ex, P S/219-220/Ex, P T/16-18/Ex	S/32-33/P S/71-74/P S/89-90/P T/31-32/Ex T/34-35/Ex T/56-57/Ex	S/214/P Essay-12 S/244-250/Ex, P Ex. 1-4 S/281-285/Ex, P Ex. 15-18 T/168-174/P

	ADVANCED COMPOSITION	BUILDING ENGLISH SKILLS	COMPOSING WITH PARAGRAPHS	COMPOSING WITH SENTENCES	COMPOSING WITH STYLE	GUIDE TO MODERN ENGLISH
E. (continued)				T/18-19/Ex		
				T/21-22/Ex		
				T/24-/Ex		
				T/27-28/Ex		
				T/37-38/Ex		
				T/39-40/Ex		
				T/40-41/En		
F. Use words with levels of meaning to suit the task.				S/208-209/Ex, En	S/6-11/Ex, P	S/278/Ex
				T/45/Ex	T/17-18/Ex	S/279-280/P Ex. 13 and 14
					T/61-62/Ex	
G. Use appropriate point of view.			S/207-208/Ex, P	S/52-56/Ex, P	S/151-163/Ex, P	
			S/208-210/P	S/59-62/Ex, P 1		
			S/217/P No. 1-2	T/21/Ex		
			T/50/Ex			
UNIT IV — WRITE TO ORGANIZE AND CONVEY FACTUAL KNOWLEDGE						
A. Write an essay according to a process.		S/25/P The Subject of the Composition BES Practice	S/186/P	T/24-25/Ex	S/63-66/Ex, P	S/1-18/Ex, P Ex. 1-7
			T/61-62/Ex	T/44/Ex	S/123-131/Ex, P	S/2-7/Ex, P Ex. 1-4

	ADVANCED COMPOSITION	BUILDING ENGLISH SKILLS	COMPOSING WITH PARAGRAPHS	COMPOSING WITH SENTENCES	COMPOSING WITH STYLE	GUIDE TO MODERN ENGLISH
A. (continued)		S/26/P Planning a Composition BES Practice S/27/P Making a Working Outline			S/132-133/Ex, P S/141-145/Ex, P S/145-150/Ex, P T/27-29/Ex	S/7-10/Ex S/10-13/Ex S/13/P Ex. 5 S/13-14/P Ex. 6 S/14/P Ex. 7 S/189/Ex Exposition S/189-192/Ex Topical Statement S/192/P Ex. 2 S/193-198/P Ex. 3, 4, and 5 S/193-198/Ex Choices of Data S/198-211/Ex Origin of Data and Rough Draft S/201-211/P Ex. 6-10
B. Choose from a variety of paragraphs to convey factual knowledge			S/145-147/Ex, P S/148-152/Ex, P		S/102-105/Ex, P S/134-136/Ex, P	

	ADVANCED COMPOSITION	BUILDING ENGLISH SKILLS	COMPOSING WITH PARAGRAPHS	COMPOSING WITH SENTENCES	COMPOSING WITH STYLE	GUIDE TO MODERN ENGLISH
B. (continued)			S/187/P T/39-40/Ex		S/136-139/Ex, P T/23-24/Ex T/43-45/Ex	
C. Complete a form.		BES Practice S/23/P The Persuasive Paragraph BES Practice S/33/P Applications BES Practice S/34-35/P Resume (Ex. P. 34) S/177-78/Ex Application Forms S/178/P Exercise: Application Forms S/181-185/Ex Prepare Resume S/187/P Ex. B - Prepare Resume				S/292-295/Ex, P Ex. 4
D. Write a business letter in correct form.		/ / Exercise - Letter About Employment	T/60-61/Ex	T/35/Ex		S/397-401/Ex

	ADVANCED COMPOSITION	BUILDING ENGLISH SKILLS	COMPOSING WITH PARAGRAPHS	COMPOSING WITH SENTENCES	COMPOSING WITH STYLE	GUIDE TO MODERN ENGLISH
D. (continued)		BES Practice S/31-32/P Forms of Letters Request for Information S/164/P Ex. A-B--Forms of Letters S/164-166/Ex The Envelope S/167/P Exercise A-B Addressing Envelope S/168-169/Ex Letter Requesting Information S/171/P Exercise-Requesting Information S/174-177/Ex Letters to Schools S/177/P Exercise-Letters to Schools				

CODINGS FOR GRADE 10 CHOSEN UNITS

	ADVANCED COMPOSITION	BUILDING ENGLISH SKILLS	COMPOSING WITH PARAGRAPHS	COMPOSING WITH SENTENCES	COMPOSING WITH STYLE	GUIDE TO MODERN ENGLISH
UNIT I – WRITE TO INVENT IMAGES						
A. Use phrases or sentences to convey a mental picture.	S/10-17/Ex S/18/P No. 1 (Suggestions) S/18/P No. 3, 4 (Suggestions) S/18/Ex 1-5 (Questions) S/63-73/Ex S/73-74/Ex No. 1-4 (q. on tech.) S/74/P No. 1, 2 (Suggestions) S/74/P No. 3, 4 (Suggestions) S/79-90/Ex S/90/P No. 1-3 (Suggestions)	S/36-38/Ex BES Practice S/36-38/P S/38-44/P, En S/147-148/P Ex. Writing Description Comp.	S/2-3/Ex, P S/4-5/P S/6-11/Ex, P S/12-21/Ex, P S/22-23/P S/25-37/Ex, P S/98-107/Ex, P S/200-204/Ex, P S/220-223/Ex, P S/223-224/P S/224-228/Ex, P S/229-230/P S/250-251/ T/16-19/Ex T/19-21/Ex T/41-42/Ex T/51-52/Ex, P T/56-57/Ex, P	S/12-17/Ex, P S/17-21/Ex S/21/P S/21-25/Ex, P S/25-26/Ex S/28/P S/32-41/Ex, P S/56-58/Ex, P S/63/P S/74-81/Ex, P S/99-104/Ex S/106/P S/107-114/Ex, P	S/2-6/Ex, P S/21-29/Ex, P S/30-32/Ex, P S/32-33/P S/71-74/P S/89-90/P S/231-236/Ex, P S/238-241/P S/286-287/Ex, P T/15-17/Ex T/20-21/Ex T/24-25/Ex T/31-32/Ex T/34-35/Ex T/37-43/Ex	S/28-29/Ex, P Ex. 14 and 15 S/213-214/Ex Descriptive Essay S/214/P Essay-12 S/244-250/Ex, P Ex. 1-4 S/281-285/Ex, P Ex. 15-18 T/168-174/P

	ADVANCED COMPOSITION	BUILDING ENGLISH SKILLS	COMPOSING WITH PARAGRAPHS	COMPOSING WITH SENTENCES	COMPOSING WITH STYLE	GUIDE TO MODERN ENGLISH
B. Create a unity of impression.		S/39/Ex BES Practice S/39/Ex BES Practice S/40-45/P S/40-45/Ex S/123/Ex, P S/123/132/Ex S/131/Ex S/138-139/Ex S/139-140/Ex S/140/Ex S/147-148/P Ex. Writing Description Comp.	S/2-3/Ex, P S/4/Ex, P S/4-5/P S/6-11/Ex, P S/12-21/Ex, P S/22-23/P S/25-37/Ex, P S/207-208/Ex, P S/208-210/P S/217/P No. 1-2 S/223-224/P S/224-228/Ex, P S/229-230/P T/19-21/Ex T/41-42/Ex T/50/Ex T/56-57/Ex, P	S/12-17/Ex, P S/17-21/Ex S/21/P S/21-25/Ex, P S/25-26/Ex S/28/P S/32-41/Ex, P S/38/P S/52-56/Ex, P S/54/P S/56-58/Ex, P S/59-62/Ex, P S/63/P S/65/Ex S/67/Ex S/74-81/Ex, P S/99-104/Ex S/106/P S/107-114/Ex, P S/108/Ex	S/2-6/Ex, P S/21-29/Ex, P S/24/Ex, P S/30-32/Ex, P S/32-33/P S/71-74/P S/89-90/P S/151-163/Ex, P S/210/Ex, P T/31-32/Ex T/34-35/Ex T/56-57/Ex	S/22-26/Ex, P S/28-29/Ex, P Ex. 14 and 15 S/30-35/Ex, P S/213-214/Ex Descriptive Essay S/214/P Essay-12 S/244-250/Ex, P Ex. 1-4 S/281-285/Ex, P Ex. 15-18 T/168-174/P

	ADVANCED COMPOSITION	BUILDING ENGLISH SKILLS	COMPOSING WITH PARAGRAPHS	COMPOSING WITH SENTENCES	COMPOSING WITH STYLE	GUIDE TO MODERN ENGLISH
B. (continued)				S/115-129/Ex, P S/145/P S/166/P S/178-183/Ex, P S/194-199/Ex, P S/200/Ex, P S/205-207/Ex S/212-218/Ex, P S/219-220/Ex, P S/243/Ex, P T/16-18/Ex T/18-19/Ex T/21/Ex T/21-22/Ex T/24/Ex T/27-28/Ex T/37-38/Ex		
C. Use varied language.		BES Practice S/9/P S/10-11/	S/2-3/Ex, P S/4-5/P	S/6/Ex, P S/9/Ex, P	S/2-6/Ex, P S/21-29/Ex, P	S/28-29/Ex, P S/213-214/Ex Descriptive Essay

	ADVANCED COMPOSITION	BUILDING ENGLISH SKILLS	COMPOSING WITH PARAGRAPHS	COMPOSING WITH SENTENCES	COMPOSING WITH STYLE	GUIDE TO MODERN ENGLISH
C. (continued)		S/20-24/Ex BES Practice S/47-49/P BES Practice S/68-73/P S/147-148/P Ex. Writing Description Comp. BES Handbook S/159-167/Ex, P	S/6-11/Ex, P S/12-21/Ex, P S/22-23/P S/25-37/Ex, P S/57/P S/183/P S/223-224/P S/224-228/Ex, P S/229-230/P T/19-21/Ex T/41-42/Ex T/56-57/Ex, P	S/12-17/Ex, P S/17-21/Ex S/21/P S/21-25/Ex, P S/25-26/Ex S/28/P S/32-41/Ex, P S/56-58/Ex, P S/63/P S/74-81/Ex, P S/99-104/Ex S/105/Ex, P S/106/P S/107-114/Ex, P S/115-129/Ex, P S/166/P S/178-183/Ex, P S/194-199/Ex, P S/200/Ex, P	S/30-32/Ex, P S/32-33/P S/71-74/P S/89-90/P T/31-32/Ex T/34-35/Ex T/52-54/Ex T/56-57/Ex	S/214/P Essay-12 S/244-250/Ex, P Ex. 1-4 S/281-285/Ex, P Ex. 15-18 T/168-174/P

	ADVANCED COMPOSITION	BUILDING ENGLISH SKILLS	COMPOSING WITH PARAGRAPHS	COMPOSING WITH SENTENCES	COMPOSING WITH STYLE	GUIDE TO MODERN ENGLISH
C. (continued)				S/205-207/Ex S/212-218/Ex, P S/219-220/Ex, P S/235/Ex, P T/16-18/Ex T/18-19/Ex T/21-22/Ex T/24/Ex T/27-28/Ex T/37-38/Ex T/39-40/Ex T/40-41/En		
D. Use figurative as well as literal language.		S/147-148/P Ex. Writing Description Comp.	S/2-3/Ex, P S/4-5/P S/6-11/Ex, P S/12-21/Ex, P S/22-23/P S/25-37/Ex, P S/223-224/P	S/12-17/Ex, P S/17-21/Ex S/21/P S/21-25/Ex, P S/25-26/Ex S/28/P S/32-41/Ex, P	S/2-6/Ex, P S/21-29/Ex, P S/30-32/Ex, P S/32-33/P S/71-74/P S/89-90/P T/31-32/Ex	S/28-29/Ex, P Ex. 14 and 15 S/44-50/Ex, P S/213-214/Ex Descriptive Essay S/214/P Essay-12 S/244-250/Ex, P Ex. 1-4

	ADVANCED COMPOSITION	BUILDING ENGLISH SKILLS	COMPOSING WITH PARAGRAPHS	COMPOSING WITH SENTENCES	COMPOSING WITH STYLE	GUIDE TO MODERN ENGLISH
D. (continued)			S/224-228/Ex, P S/229-230/P T/19-21/Ex T/41-42/Ex T/56-57/Ex, P	S/56-58/Ex, P S/63/P S/74/Ex, P S/99-104/Ex S/106/P S/107-114/Ex, P S/115-129/Ex, P S/166/P S/178-183/Ex, P S/194-199/Ex, P S/200/Ex, P S/205-207/Ex S/212-218/Ex, P S/219-220/Ex, P T/16-18/Ex T/18-19/Ex T/21-22/Ex T/24/Ex T/24/Ex Lesson 1	T/34-35/Ex T/56-57/Ex	S/281-285/Ex, P Ex. 15-18 T/168-174/P

	ADVANCED COMPOSITION	BUILDING ENGLISH SKILLS	COMPOSING WITH PARAGRAPHS	COMPOSING WITH SENTENCES	COMPOSING WITH STYLE	GUIDE TO MODERN ENGLISH
D. (continued)				T/27-28/Ex T/37-38/Ex T/39-40/Ex T/40-41/En		
UNIT II – WRITE TO USE LITERARY DEVICES TO CREATE ARTISTIC EFFECT						
A. Use an appropriate form.		S/121-138/Ex Narrative Composition S/137/P Ex. B S/138-142/Ex Descriptive Composition S/145-147/Ex The Explaratory Composition S/151-156/Ex Writing Persuasive Composition	S/74-91/Ex, P S/154-169/Ex, P S/211-217/Ex, P S/217-218/P No. 3-5 S/231-235/Ex, P S/240-243/P S/247-250/Ex, P T/41-42/Ex T/42-44/Ex T/50-51/Ex T/53-56/Ex T/57-60/Ex	S/29-31/Ex, P S/42-48/Ex, P S/42-57/Ex, P S/63/P 2 S/64-73/Ex, P Ex. 1-3 S/64-73/Ex, P S/64-74/Ex, P Ex. 1-3 S/82-91/Ex, P S/107-128/Ex, P S/190-191/Ex, P S/254-258/Ex, P S/258-259/P	S/37/P S/84-88/Ex, P S/94/P S/110-111/P S/122/P S/141-145/Ex, P S/204-214/Ex, P T/29-31/Ex T/29-32/Ex T/44-45/Ex T/45-47/Ex T/57-59/Ex	S/1-19/Ex, P, En Ex. 1-10 S/25-27/Ex, P Ex. 13 S/28-29/Ex, P Ex. 14 and 15 S/211-212/Ex Narrative S/212/P Ex. 11

	ADVANCED COMPOSITION	BUILDING ENGLISH SKILLS	COMPOSING WITH PARAGRAPHS	COMPOSING WITH SENTENCES	COMPOSING WITH STYLE	GUIDE TO MODERN ENGLISH
A. (continued)				S/283-288/P T/16-18/Ex, En T/19-20/Ex T/22-23/Ex T/29-32/Ex T/45-46/Ex T/46/Ex		
B. Use consistent levels of language appropriate to form.		BES Handbook S/18-22/Ex Verb Tense BES Handbook S/22-23/P Exercise BES Practice S/45-49/P Using Standard English BES Practice S/50-51/P Agreement in Number BES Practice S/55-59/P Other Agreement Problem, Number	S/11/P S/194-198/Ex, P S/199/P T/46-49/Ex	S/136-137/Ex, P S/139/Ex S/266/P 1-10 T/22/Ex	S/201-203/Ex, P	S/163-177/Ex, P Ex. 1-5 S/178-179/P Ex. 6-8 S/180-189/Ex, En S/198-2-4/Ex, P Ex. 7-8 S/210-212/P Ex. 14 and 15 S/354-385/Ex Usage S/363-367/P Ex. 1 and 2 S/400-415/Ex Agreement

	ADVANCED COMPOSITION	BUILDING ENGLISH SKILLS	COMPOSING WITH PARAGRAPHS	COMPOSING WITH SENTENCES	COMPOSING WITH STYLE	GUIDE TO MODERN ENGLISH
B. (continued)		BES Practice S/64-67/P Problem, Antecedent BES Practice S/70-73/P Usage problem I, II BES Handbook S/128-140/Ex Subject, verb agreement in number BES Handbook S/132/P Exercise BES Handbook S/133-134/P Exercise on agreement subject, verb BES Handbook S/135/P Exercise--Agreement subject & verb BES Handbook S/138-139/P Exercise BES Handbook S/141-158/Ex 7.0 Pronoun usage BES Handbook S/142-143/P Pronoun as subject of verb				S/403-415/Ex Ex. 1-9 S/479-481/Ex Too many "ands" S/480-481/P Ex. 7 S/481-483/Ex Too many "so's" S/482-483/P Ex. 8

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	ADVANCED COMPOSITION	BUILDING ENGLISH SKILLS	COMPOSING WITH PARAGRAPHS	COMPOSING WITH SENTENCES	COMPOSING WITH STYLE	GUIDE TO MODERN ENGLISH
B. (continued)		BES Handbook S/153-154/P Ex. (Pronoun and antecedent) BES Handbook S/159-167/Ex 8.0 Adverb and adjective usage BES Handbook S/161-162/P Ex. A and Ex. B Use of adverb and adjective BES Handbook S/166/P Exercise BES Handbook S/168-179/P Verb usage BES Handbook S/168-179/Ex 9.0 Verb usage BES Handbook S/168-179/P Exercises				
C. Select a purpose and appropriate literary devices.		BES Handbook S/18-22/Ex Verb tense	S/2-3/Ex, P S/4-5/P	S/12-17/Ex, P S/17-21/Ex	S/2-6/Ex, P S/6-11/Ex, P	S/25-27/Ex, P Ex. 13
		BES Handbook S/22-23/P Exercise	S/6-11/Ex, P	S/21/P	S/11-19/Ex, P	S/28-29/Ex, P Ex. 14 and 15

Section A

	ADVANCED COMPOSITION	BUILDING ENGLISH SKILLS	COMPOSING WITH PARAGRAPHS	COMPOSING WITH SENTENCES	COMPOSING WITH STYLE	GUIDE TO MODERN ENGLISH
C. (continued)		S/24-27/Ex, P S/45/P Using standard English BES Practice S/50-51/P Agreement in number BES Practice S/55-59/P Other agreement Problem, number BES Practice S/64-67/P Problem, antecedent BES Practice S/70-73/P Usage problem I, II S/121-138/Ex Narr. Comp. BES Handbook S/128-140/Ex Subject, Verb Agreement in Number BES Handbook S/132/P Exercise	S/11/P S/12-21/Ex, P S/22-23/P S/25-37/Ex, P S/74-91/Ex, P S/194-198/Ex, P S/199/P S/223-224/P S/224-228/Ex, P S/229-230/P T/19-21/Ex T/41-42/Ex T/42-44/Ex T/46-49/Ex T/53-56/Ex T/56-57/Ex, P	S/21-25/Ex, P S/25-26/Ex S/28/P S/29-31/Ex, P S/32/41/P S/42-48/Ex, P S/56-58/Ex, P S/63/P S/63/P 2 S/64-74/Ex, P Ex. 1-3 S/74-81/Ex, P S/99-104/Ex S/106/P S/107-114/Ex, P S/115-129/Ex, P S/136-137/Ex, P S/139/Ex S/166/P	S/21-29/Ex, P S/30-32/Ex, P S/32-33/P S/37/P S/71-74/P S/89-90/P S/94/P S/96/P S/106/Ex, P S/109/P S/122/P S/154/Ex, P S/201-203/Ex, P S/272/Ex T/17-18/Ex T/29-31/Ex T/31-32/Ex T/34-35/Ex T/45-47/Ex	S/163-177/Ex, P Ex. 1-5 S/178-179/P Ex. 6-8 S/180-189/Ex, En S/198-204/Ex, P Ex. 7-8 S/210-212/P Ex. 14 and 15 S/211-212/Ex Narrative S/212/P Ex. 11 S/213-214/Ex Descriptive essay S/214/P Essay 12 S/244-250/Ex, P Ex. 1-4 S/278/Ex S/279-280/P Ex. 13 and 14 S/281-285/Ex, P Ex. 15-18

	ADVANCED COMPOSITION	BUILDING ENGLISH SKILLS	COMPOSING WITH PARAGRAPHS	COMPOSING WITH SENTENCES	COMPOSING WITH STYLE	GUIDE TO MODERN ENGLISH
C. (continued)		BES Handbook S/133-134/P Exercise on agreement subject, verb BES Handbook S/135/P Exercise--agreement subject and verb S/137/P Ex. B S/138-139/P Exercise BES Handbook S/141-158/Ex 7.0 Pronoun and usage BES Handbook S/142-143/P Pronoun as subject of verb S/147-148/P Ex. writing description comp. S/153-154/P Ex. (Pronoun and antecedent) BES Handbook S/159-167/Ex 8.0 Adverb and adjective usage		S/167-169/Ex, P S/170-177/Ex, P S/178-183/Ex, P S/190-191/Ex, P S/194-199/Ex, P S/200/Ex, P S/205-207/Ex S/208-209/Ex, En S/212-218/Ex, P S/219-220/Ex, P S/266/P 1-10 S/272-275/Ex, P S/278/P S/283-288/P T/16-18/Ex T/18-19/Ex T/19-20/Ex T/21-22/Ex T/22/Ex	T/56-57/Ex T/60-61/Ex T/61-62/Ex	S/354-385/Ex Usage S/363-367/P Ex. 1 and 2 S/368/Ex S/400-415/Ex Agreement S/403-415/Ex Ex. 1-9 S/479-481/Ex Too many "and's" S/480-481/P Ex. 7 S/481-483/Ex Too many "so's" S/482-483/P Ex. 8 T/168-174/P

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	ADVANCED COMPOSITION	BUILDING ENGLISH SKILLS	COMPOSING WITH PARAGRAPHS	COMPOSING WITH SENTENCES	COMPOSING WITH STYLE	GUIDE TO MODERN ENGLISH
C. (continued)		BES Handbook S/161-162/P Ex. A and Ex. B Use of adverbs and adjectives BES Handbook S/166/P Exercise BES Handbook S/168-179/P Verb usage BES Handbook S/168-179/Ex 9.0 Verb usage BES Handbook S/168-179/P Exercises S/171-173/Ex Letter of employment S/173-174/P Exercise: Letters of Employment S/213-216/P Ex. A and B Parallelism		T/22-23/Ex T/24/Ex T/27-28/Ex T/29-32/Ex T/35-36/Ex T/37-38/Ex T/39-40/Ex T/40-41/En T/45/Ex T/46/Ex		

CODINGS FOR GRADE 10 EXPERIENCES GRID

Section A

	ADVANCED COMPOSITION	BUILDING ENGLISH SKILLS	COMPOSING WITH PARAGRAPHS	COMPOSING WITH SENTENCES	COMPOSING WITH STYLE	GUIDE TO MODERN ENGLISH
LITERARY FORMS						
PROSE						
1. Sentence -						S/422-450/En Correcting Faulty Sentence S/446-450/P Ex. 1-3 S/451-455/Ex Run-together Sentences S/454-455/P Exercises 5 and 6 S/455-459/Ex Checking Shifted Construction S/458-459/P Ex. 7 and 8 S/460-461/Ex Dangling Modifiers S/461/P Ex. 9 and 10 S/462-463/Ex Misplace Modifier S/403/P Ex. 11 T/164-168/P

Section A

	ADVANCED COMPOSITION	BUILDING ENGLISH SKILLS	COMPOSING WITH PARAGRAPHS	COMPOSING WITH SENTENCES	COMPOSING WITH STYLE	GUIDE TO MODERN ENGLISH
1. (continued)						T/175/P Correct faulty Sentences T/176/P Correct Faulty Sentences T/177/P Correct Dangling Modifiers T/178/P Imp. Sentence-- Appositives T/179/P Imp. Sentence-- Participle Phrases T/180/P Imp. Sentence-- Gerund Phrases T/181/P Imp. Sentence-- Compound Verbs T/182/P Imp. Sentence-- Adjective Clauses T/183/P Imp. Sentence-- Adverb Clauses T/184/P Imp. Sentence-- too many "and's"

	ADVANCED COMPOSITION	BUILDING ENGLISH SKILLS	COMPOSING WITH PARAGRAPHS	COMPOSING WITH SENTENCES	COMPOSING WITH STYLE	GUIDE TO MODERN ENGLISH
1. (continued)						T/185/P Imp. Sentence--Too many "so's"
8. Story (e.g., fable, tall tale, parable, hero, myth)			S/211-217/Ex, P S/217-218/P No. 3-5 T/50-51/Ex		S/204-214/Ex, P	
11. Description		S/138-142/Ex Descriptive Composition		S/283-288/P T/16-18/Ex, En	S/110-111/P	S/28-29/Ex, P Ex. 14 and 15
12. Narrative		S/121-138/Ex Narrative Composition S/137/P Ex. B S/145-147/Ex The Explanatory Composition		S/42-57/Ex, P S/254-258/Ex, P T/19-20/Ex T/45-46/Ex	T/29-32/Ex T/45-47/Ex	S/25-27/Ex, P Ex. 13
15. Dialogue (Conversational Form)					S/76-84/Ex, P T/33-34/Ex	S/426-427/Ex
16. Character Sketch			S/154-169/Ex, P S/231-235/Ex, P S/240-243/P S/247-250/Ex, P	S/64-73/Ex, P Ex. 1-3 S/64-73/Ex, P S/107-128/Ex, P S/258-259/P	S/84-88/Ex, P	

	ADVANCED COMPOSITION	BUILDING ENGLISH SKILLS	COMPOSING WITH PARAGRAPHS	COMPOSING WITH SENTENCES	COMPOSING WITH STYLE	GUIDE TO MODERN ENGLISH
16. (continued)			T/41-42/Ex	T/22-23/Ex		
			T/53-56/Ex	T/29-32/Ex		
18. Expository Essay					S/141-145/Ex, P	S/1-19/Ex, P, En Ex. 1-10
					T/44-45/Ex	
					T/57-59/Ex	
19. Anecdote		BES Practice S/16/P Using an incident or anecdote				
20. Persuasive essay		S/151-156/Ex Writing persuasive composition	T/57-60/Ex	S/82-91/Ex, P		
POETRY						
1. Cinquain				S/210/Ex, P		
2. Free Verse				S/31-41/Ex, P		
				S/167-187/Ex, P		
				S/211/Ex		
				T/35/Ex		
3. Concrete			S/108-109/P		S/236-238/Ex, P	
6. Limerick				S/29-30/Ex, P		
7. Diamante				S/209-210/Ex, P		
				T/40/Ex		

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8. Couplet				S/212/Ex		
COMPRESSED WRITING						
5. Personal information forms		S/181-185/Ex Prepare resume S/ /P Prepare resume				S/292-295/Ex, P Ex. 4
8. Outline (formal)		BES Practice S/27/P Making a working outline				S/504-505/Ex
9. Essay test answer						S/311-313/Ex
CORRESPONDENCE						
1. Social letter and envelope				S/155-162/Ex, P S/165/P Ex. 1-5 T/34/Ex		S/216-234/Ex Correspondence S/221-235/P Ex. 1-8
2. Business letter and envelope		S/160-163/Ex Forms of letters S/164-166/Ex The Envelope S/167/P Exercise: A-B Addressing Envelopes		S/162-164/Ex, P T/35/Ex		S/236-253/Ex Business letters S/243-253/P Ex. 1-11

	ADVANCED COMPOSITION	BUILDING ENGLISH SKILLS	COMPOSING WITH PARAGRAPHS	COMPOSING WITH SENTENCES	COMPOSING WITH STYLE	GUIDE TO MODERN ENGLISH
2. (continued)		S/168-169/Ex Letter Requesting Information S/171/ Exercise: Requesting Information S/171-173/Ex Letters about Employment S/173-174/P Exercise: Letters about Employment S/174-177/Ex Letters to colleges and other schools S/177/P Exercise: Letters to schools				
REFERENCE MATERIALS						
General						S/59-64/Ex, P Ex. 1
3. Dictionary		BES Practice S/7/P What's in a Dictionary Entry? BES Practice S/10/P Review: Using		S/4/Ex, P		S/104-115/Ex Reference material Dictionary S/107-114/P Ex. 7-14

	ADVANCED COMPOSITION	BUILDING ENGLISH SKILLS	COMPOSING WITH PARAGRAPHS	COMPOSING WITH SENTENCES	COMPOSING WITH STYLE	GUIDE TO MODERN ENGLISH
3. (continued)		S/11-26/Ex Using Dictionary				
		S/15/P Exercise				
		S/19/P Ex. C				
		S/236/P Exercise B Using Reference Works				
4. Media materials (fs, tapes) non-print		BES Practice S/46/P How books are classified and arranged				
		BES Practice S/47/P The Card Catalog				
		S/219-222/Ex Classification of Books				
		S/222-223/P Ex. A-B				S/116-139/Ex Reference--Library
		S/223-227/Ex Using a Card Catalog				S/121-139/P Reference Library Ex. 1-16
		S/227-228/P Ex. A, B, C, D Using Card Catalog				S/406-407/Ex S/435-436/Ex

	ADVANCED COMPOSITION	BUILDING ENGLISH SKILLS	COMPOSING WITH PARAGRAPHS	COMPOSING WITH SENTENCES	COMPOSING WITH STYLE	GUIDE TO MODERN ENGLISH
4. (continued)		S/236/En Exercise C Using World Almanac				
5. Encyclopedia		S/23-26/P Exercise A--Using Reference Works				
10. Reader's Guide		S/237/P Using Reference Material Exercise D		S/234/Ex, P S/529/Ex		

CODINGS FOR GRADE 10 WRITING MECHANICS GRID

Section A

	ADVANCED COMPOSITION	BUILDING ENGLISH SKILLS	COMPOSING WITH PARAGRAPHS	COMPOSING WITH SENTENCES	COMPOSING WITH STYLE	GUIDE TO MODERN ENGLISH
AGREEMENT		BES Handbook S/18-22/Ex Verb Tense BES Handbook S/22-23/P Exercise BES Practice S/50-51/P Agreement in number BES Practice S/55-59/P Other agreement Problem, Number BES Practice S/64-67/P Problem, Antecedent BES Handbook S/128-140/Ex Subject, verb agreement in number BES Handbook S/132/P Exercise BES Handbook S/133-134/P Exercise on agreement subject, verb		S/136-137/Ex, P S/266/P 1-10 T/22/Ex	S/201-203/Ex, P	S/198-204/Ex, P Ex. 7-8 S/210-212/P Ex. 14 and 15 S/368/Ex S/400-415/Ex Agreement S/403-415/Ex Ex. 1-9

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	ADVANCED COMPOSITION	BUILDING ENGLISH SKILLS	COMPOSING WITH PARAGRAPHS	COMPOSING WITH SENTENCES	COMPOSING WITH STYLE	GUIDE TO MODERN ENGLISH
AGREEMENT (continued)		BES Handbook S/138-139/P Exercise BES Handbook S/142-143/P Pronoun as subject of verb BES Handbook S/153-154/P Ex. (pronoun and antecedent)				
CAPITALIZATION						
General		BES Practice S/83-90/P Section 10				S/356/P Ex. 19 S/404-406/Ex S/503/P Ex. 10 T/189-190/P
1. Names of people or things		BES Handbook S/181-182/Ex 10.4 Geographical Names				S/497-499/Ex Proper Nouns and Adjectives S/499/Ex Seasons of Year S/499/P Ex. 7 S/500/Ex School Subjects

	ADVANCED COMPOSITION	BUILDING ENGLISH SKILLS	COMPOSING WITH PARAGRAPHS	COMPOSING WITH SENTENCES	COMPOSING WITH STYLE	GUIDE TO MODERN ENGLISH
1. (continued)						S/500/Ex Points of Compass S/500-501/P Ex. 8
7. Abbreviations and initials		BES Handbook S/180/Ex 10.1 A, D, B, C, I, O				
11. Important words in title of written works		BES Handbook S/188-189/Ex 10.12 Titles of Books and works of art				S/501-502/Ex Titles S/502/P Ex.
13. Personal titles		BES Handbook S/187-188/Ex 10.10-10.11				
PARAGRAPHS						
General						S/57/P, En Ex. 13
3. Definition: a paragraph is an idea unit		BES Practice S/11/P Definition of Paragraph S/29-36/Ex Definition of Paragraph				S/31-34/Ex T/10-11/Ex Writing Paragraph
4. Topic sentence		S/37-48/Ex Topic sentence		S/131-136/Ex, P Ex. 1-3		S/11-14/Ex Writing Paragraph

	ADVANCED COMPOSITION	BUILDING ENGLISH SKILLS	COMPOSING WITH PARAGRAPHS	COMPOSING WITH SENTENCES	COMPOSING WITH STYLE	GUIDE TO MODERN ENGLISH
4. (continued)		S/48-49/P Limiting topic sentence		T/32-33/Ex		S/14-16/P Ex. 1 S/42-45/Ex S/47-49/P Ex. 8
5. Sentences related to the topic sentence.			T/38-39/Ex			S/41-42/Ex S/45-47/P Ex. 7 T/17-18/Ex Paragraph Development
6. Simple transitions within paragraph					T/26-27/Ex	S/51-53/Ex, P Ex. 9, 10
7. Logical organization (time, space)		BES Practice S/18/P Giving Reasons BES Practice The Narrative Paragraph S/63-64/P Writing Narrative Paragraph Act. A-B	S/130-141/Ex, P T/39-41/Ex	S/50/P S/140-148/Ex S/150-151/Ex, P Ex. 1-5 T/33-34/Ex T/43/Ex	S/47/P No. 4	S/49-51/Ex S/55-56/P Ex. 11
8. Topic sentence in variety of locations		BES Practice S/12-13/P The Topic Sentence I and II				

	ADVANCED COMPOSITION	BUILDING ENGLISH SKILLS	COMPOSING WITH PARAGRAPHS	COMPOSING WITH SENTENCES	COMPOSING WITH STYLE	GUIDE TO MODERN ENGLISH
9. Development through details		BES Practice S/21/P The descriptive paragraph BES Practice S/22/P The explanatory paragraph S/50-51/P Using facts and statistics S/50-58/P Part 4 S/65-67/P Ex. -- Writing the descriptive paragraph		S/227-229/Ex, P Ex. 1-3 S/230-232/P Ex. 1-5	S/39-43/Ex, P	S/23-26/Ex Paragraph unity S/26-29/P Ex. 4 and 5 S/30-34/Ex Paragraph coherenc S/34-41/Ex, P Ex. 1-6 S/35-39/P Ex. 6, 7, 8, 9, 10 S/56/P Ex. 12
10. Development through example		BES Practice S/15/P Using an example S/51-52/Ex Using examples S/51-53/P Using specific examples /52-53/P Exercise--using examples		T/43/Ex	S/136-139/Ex, P	S/18-21/Ex Development of paragraph S/21-22/P Ex. 2 and 3

	ADVANCED COMPOSITION	BUILDING ENGLISH SKILLS	COMPOSING WITH PARAGRAPHS	COMPOSING WITH SENTENCES	COMPOSING WITH STYLE	GUIDE TO MODERN ENGLISH
11. Development through similarities/differences		BES Practice S/17/P Using Comp. and Contrast S/55-56/P Ex. -- Using Comp. and Contrast S/56-57/P Using Comp. Contrast	T/39-40/Ex	S/237/Ex, P S/238-239/Ex, P T/43-44/Ex	S/34-36/P S/114-116/Ex, P S/118-121/Ex, P S/134-136/Ex, P	
12. Multi-paragraph writing (introduction, body, conclusion)		S/68-72/Ex Explanatory Paragraph S/81-120/P Ch. 5--Writing whole composition S/103-118/Ex Org. of Composition			S/56-61/Ex, P T/27-29/Ex	S/1-19/Ex, P, En Ex. 1-10 S/189-235/P Ex. 1-8
13. Deductive development		S/58-59/P Ex. -- Develop paragraph with reasons S/59/P Ex. -- Using reasons	T/61-62/Ex			
PARTS OF SPEECH						
General		BES Practice S/61-63/P Pronouns as Object I and II				S/296/P Adj., nouns, or pronouns Ex. 7

	ADVANCED COMPOSITION	BUILDING ENGLISH SKILLS	COMPOSING WITH PARAGRAPHS	COMPOSING WITH SENTENCES	COMPOSING WITH STYLE	GUIDE TO MODERN ENGLISH
General (continued)						T/136-137/P T/159/P Identifying nouns, pronouns, adjectives T/159/P Noun, adj., adverb T/160/P Identifying adj., adv., or prep.
1. Adjectives		BES Practice S/6/P The Adjective BES Handbook S/24-25/Ex 1.4 Pred. adjective BES Handbook S/25-26/Ex Adjective in comparison BES Handbook S/27/P Exercise				S/145-146/Ex, P S/294-296/Ex Adjective S/296/P Adjective Ex. 6 S/362-364/Ex T/158-159/P
2. Auxiliary Verbs		BES Practice S/5/P Main Verbs and Auxiliaries				
3. Nouns		BES Practice S/1/P The Noun				S/143/Ex

	ADVANCED COMPOSITION	BUILDING ENGLISH SKILLS	COMPOSING WITH PARAGRAPHS	COMPOSING WITH SENTENCES	COMPOSING WITH STYLE	GUIDE TO MODERN ENGLISH
3. (continued)		BES Handbook S/4/Ex 1.1 -- The Noun BES Handbook S/5/P Exercises A-B				S/146/P Ex. 1 and 2 S/204-205/P Ex. 9 S/287-289/Ex Nouns S/288-289/P Noun -- Ex. 1 and 2 S/488-492/P Ex. 1, 2, and 3 S/488-492/Ex Plural Nouns
4. Pronouns		BES Practice S/2-3/P The Pronoun--More About Pronouns BES Handbook S/5-8/Ex 1.2 The Pronoun BES Handbook S/9/P Exercise A-B BES Handbook S/10-11/Ex Pronoun--Kinds BES Handbook S/11/P Exercise				S/205-209/Ex, P Ex. 11 and 12 S/289-290/Ex Pronouns S/291/P Pronoun -- Ex. 3 S/416-429/Ex Using Pronouns S/418-429/P Ex. 1-8 T/154-156/P T/156-158/P

Section A

	ADVANCED COMPOSITION	BUILDING ENGLISH SKILLS	COMPOSING WITH PARAGRAPHS	COMPOSING WITH SENTENCES	COMPOSING WITH STYLE	GUIDE TO MODERN ENGLISH
4. (continued)		BES Practice S/52/P Indefinite Pronoun BES Practice S/60/P Pronoun as Subject				T/173/P Pronouns -- Correct Form T/174/P Correct Form of Who--Whom T/174/P Pronoun Agreement
5. Verbs		BES Practice S/4/P The Verb BES Handbook S/12-14/Ex 1.3 The Verb BES Handbook S/14-15/P Exercises A-B BES Handbook S/15-17/Ex Principal Parts BES Handbook S/23/En Mood BES Practice S/74-82/P Past Forms of Verbs I, II				S/144-146/Ex, P S/192-198/Ex, P Ex. 1-6 S/291-294/Ex Verbs S/293/P Verb -- Ex. 4 & 5 S/386-399/Ex Using Verbs S/389-399/P Ex. 1-9 S/519-521/Ex S/550-553/Ex T/150-152/P T/152-154/P T/169/P Principal Parts

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	ADVANCED COMPOSITION	BUILDING ENGLISH SKILLS	COMPOSING WITH PARAGRAPHS	COMPOSING WITH SENTENCES	COMPOSING WITH STYLE	GUIDE TO MODERN ENGLISH
5. (continued)						T/169/P Confusing Verbs T/170/P Confusing Verbs
6. Adverbs		BES Practice S/7/P The Adverb BES Handbook S/27-29/Ex 1.5 The Adverb S/30/P Ex. A and B				S/145-146/Ex, P S/297-299/Ex Adverbs S/298/P Adverb Ex. 8 and 9 S/365-367/Ex
7. Conjunctions		BES Practice S/9/P The Conjunction S/32-34/Ex 1.7 Conjunction BES Handbook S/34-35/P Exercise				S/145-146/Ex, P S/303/Ex Conjunctions
9. Prepositions		BES Handbook S/30-32/Ex 1.6 The Preposition BES Handbook S/32/P Exercise				S/145-146/Ex, P S/299-303/P Prepositions S/302/P Prep. Ex. 10-11 S/517-519/Ex

	ADVANCED COMPOSITION	BUILDING ENGLISH SKILLS	COMPOSING WITH PARAGRAPHS	COMPOSING WITH SENTENCES	COMPOSING WITH STYLE	GUIDE TO MODERN ENGLISH
10. Interjections		BES Handbook S/35/Ex 1.8 The Interjection				S/304-305/Ex Interjections
11. Verb Voice (active and passive)		BES Handbook S/17/Ex Act. Passive Voice		S/218-219/Ex, P		S/483-485/Ex Active and Passive Verbs
		BES Handbook S/18/P Ex. A-B				S/485/P Ex. 9
PUNCTUATION						
General		BES Handbook S/99-100/P Ex. A-B (Punctuation of Sentences)				S/340-341/P S/354-355/P Ex. 17 S/506-507/Ex Punctuation for Ends of Sentences S/507-508/P Ex. 1 and 2 S/538-539/P Ex. 19
1. Apostrophe		BES Practice S/100-101/P The Possessive of Nouns I, II				S/205/P Ex. 10 S/493-496/Ex Possessives
		BES Practice S/102-103/P Other Uses of Apostrophes				S/494-496/P Ex, 4, 5, and 6

	ADVANCED COMPOSITION	BUILDING ENGLISH SKILLS	COMPOSING WITH PARAGRAPHS	COMPOSING WITH SENTENCES	COMPOSING WITH STYLE	GUIDE TO MODERN ENGLISH
1. (continued)		BES Handbook S/214-217/P Exercises BES Handbook S/217-218/Ex 13.8 Apostrophes to Show Omissions				
2. Colon		BES Practice S/97/P Colon BES Handbook S/207/P Exercise				S/351-352/P Ex. 14 S/412-413/Ex S/529-530/Ex Using the Colon S/530/P Ex. 14 T/186/P
3. Comma		BES Practice S/92-95/P Uses of Commas I, II BES Handbook S/197-198/P 11.11 Dates, Addresses, Geog. Names BES Handbook S/198-200/P Nonrestrictive Modifiers				S/341-349/P Ex. 2-11 S/413-420/Ex S/510-512/Ex Int. Clauses and Phrases S/512/P Ex. 4 S/513-515/Ex Commas in Compound Sentences

	ADVANCED COMPOSITION	BUILDING ENGLISH SKILLS	COMPOSING WITH PARAGRAPHS	COMPOSING WITH SENTENCES	COMPOSING WITH STYLE	GUIDE TO MODERN ENGLISH
3. (continued)		BES Handbook S/200-201/P 11.13 BES Handbook S/201/Ex 11.14 Series				S/514-515/P Ex. 5 S/515-516/Ex Commas for Paragraph Ex. S/516/P Ex. 6 S/516-518/ Direct Address and Appositives S/518/P Ex. 7 S/518-519/Ex Commas in Add. and Dates S/219/P Ex. 8 S/520-522/Ex Commas in Series S/521-522/P Ex. 9 and 10 S/522-524/Ex Part. Phrases S/524/P Ex. 11 S/525-526/Ex Adj. Clauses

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	ADVANCED COMPOSITION	BUILDING ENGLISH SKILLS	COMPOSING WITH PARAGRAPHS	COMPOSING WITH SENTENCES	COMPOSING WITH STYLE	GUIDE TO MODERN ENGLISH
3. (continued)						S/526/P Ex. 12 T/177-183/P T/186/P Commas--Comp. Sentence T/186/P Commas--Parenthetical T/186/P Int. Clauses and Phrases T/187/P Commas in a Series T/187/P Commas--Dir. Address, Appositives T/188/P Commas--Setting Off Participial Phrases T/189/P Commas Setting Off Adj. Clauses

	ADVANCED COMPOSITION	BUILDING ENGLISH SKILLS	COMPOSING WITH PARAGRAPHS	COMPOSING WITH SENTENCES	COMPOSING WITH STYLE	GUIDE TO MODERN ENGLISH
4. Dash		BES Practice S/98/P Dash and Parentheses BES Handbook S/210-211/P Exercise - Use of Colon				S/349-350/P Ex. P S/430-432/Ex S/530-532/Ex Using Dashes S/532/P Ex. 15 T/183-184/P
5. Direct quotations		BES Practice S/104-107/P Sec. 14 BES Handbook S/220-225/P Quotations				S/526-527/Ex T/187-188/P

	ADVANCED COMPOSITION	BUILDING ENGLISH SKILLS	COMPOSING WITH PARAGRAPHS	COMPOSING WITH SENTENCES	COMPOSING WITH STYLE	GUIDE TO MODERN ENGLISH
7. Hyphen						S/355/P Ex. 18 S/440-441/Ex S/469-470/Ex
8. Parenthesis						S/506-507/Ex S/532-534/Ex Using Parenthesis S/533-534/P Ex. 16
9. Period				S/203-204/P		S/508-510/Ex Periods with Abbreviations S/509-510/P Ex. 3
10. Question mark at end of an interrogative sentence						S/524-526/Ex
11. Quotation marks to enclose short stories, poems, songs, articles, chapters of books						S/527-528/Ex S/536-538/Ex Using Quotation Marks S/538/P Ex. 18

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11. (continued)						S/352-353/P Ex. 15 T/190/P Quotation Marks
12. Semicolon		BES Practice S/96/P The Semicolon BES Handbook S/205/Ex 12.1 Semicolon Between Main Clause				S/350-351/P Ex. 13 S/527-529/Ex Using the Semi-Colon S/528/P Ex. 13 S/537-538/Ex T/185-186/P T/189/P Semicolon
14. Underline titles of books, magazines, plays, TV, newspapers, and movies						S/534-536/Ex Underlining (Italics) S/535-536/P Ex. 17 S/353-354/P Ex. 16 T/188-189/P

	ADVANCED COMPOSITION	BUILDING ENGLISH SKILLS	COMPOSING WITH PARAGRAPHS	COMPOSING WITH SENTENCES	COMPOSING WITH STYLE	GUIDE TO MODERN ENGLISH
SENTENCES: KINDS						
General		BES Handbook S/47/En 2.2 Kinds of Sentences (decl., imp., interr., exc.		S/241-242/P, En T/29/Ex T/39/Ex		S/160-161/Ex, P Ex. 14 S/350-351/Ex Kinds of Sentences S/352-353/P Ex. 8, 9, and 10 T/148-149/P
1. Simple sentence		BES Practice S/16/P What is a sentence BES Practice S/17/P Kinds of Sentences S/30/P The Simple Sentence BES Handbook S/47/P 2.1 The Sentence BES Handbook S/73-74/Ex 3.1 The Simple Sentence BES Handbook S/74-75/P Exercise		S/199/Ex		

	ADVANCED COMPOSITION	BUILDING ENGLISH SKILLS	COMPOSING WITH PARAGRAPHS	COMPOSING WITH SENTENCES	COMPOSING WITH STYLE	GUIDE TO MODERN ENGLISH
2. Compound sentences		BES Practice S/31/P The Comp. Sentence BES Handbook S/75-76/Ex 3.2 The Comp. Sentence BES Handbook S/77/P Exercise		S/221-223/Ex, P Ex. 1-8 S/223-224/Ex, P T/41-42/En		
3. Complex sentences		BES Practice S/33/P Complex sentence BES Handbook S/79-80/Ex 3.4 The complex sentence BES Handbook S/80/P Ex. A	T/25-26/Ex	S/200/Ex, P		
4. Compound - complex sentences		BES Handbook S/81/Ex The compound - complex sentence		S/202/Ex, P		T/168/P Identify kind of sentence

	ADVANCED COMPOSITION	BUILDING ENGLISH SKILLS	COMPOSING WITH PARAGRAPHS	COMPOSING WITH SENTENCES	COMPOSING WITH STYLE	GUIDE TO MODERN ENGLISH
SENTENCES: PARTS						
General						S/150-152/P Ex. 3-5 S/324-327/P Ex. 11-14 T/139-142/P
1. Subjects and predicates		BES Practice S/18-19/P Subjects in unusual positions BES Practice S/23/P Comp. parts of sentence BES Handbook S/49-52/Ex Subject and predicate BES Handbook S/53/P Ex. A-B BES Practice S/53-54/P Comp. subject and subject following verb BES Handbook S/58-59/Ex 2.10 Comp. Parts of sentence				S/147-148/Ex S/150-157/P Ex. 3, 4, 5 S/308/Ex Subject and predicate S/309/P Ex. 1 S/309-315/Ex Subject verb S/310-315/P Ex. 2, 3, 4 S/472/Ex Compound Verbs S/473/P Ex. 4 T/138-139/P T/160/P Identify subjects and verbs

	ADVANCED COMPOSITION	BUILDING ENGLISH SKILLS	COMPOSING WITH PARAGRAPHS	COMPOSING WITH SENTENCES	COMPOSING WITH STYLE	GUIDE TO MODERN ENGLISH
1. (continued)		BES Handbook S/60/P Exercise BES Handbook S/70-71/Ex Diagraming Simple Sentence BES Handbook S/92/P Exercise (Sentence and Fragments)				T/161/P Identify Subject and Verbs T/161/P Subjects and Verbs T/171/P Simple Subject and Verb T/171/P Identify Compound Subjects T/172/P Subject Verb Agreement T/172/P Indefinite Pronouns and Verbs
2. Modifiers, single words		BES Handbook S/69-70/Ex Appositives				S/149-150/Ex S/212-216/P Ex. 16-18 S/430-441/Ex Using Modifiers S/432-441/P Ex. 1-10 S/465-467/Ex Using Appositives S/467/P Ex. 1

	ADVANCED COMPOSITION	BUILDING ENGLISH SKILLS	COMPOSING WITH PARAGRAPHS	COMPOSING WITH SENTENCES	COMPOSING WITH STYLE	GUIDE TO MODERN ENGLISH
2. (continued)						T/160-161/P T/163/P Appositives and Appositive Phrases T/175/P Adjective and Adverb T/175/P Comparing Adjectives
3. Complements (predicate noun, predicate adjective)		BES Practice S/22/P Predicate Words BES Handbook S/25/P Exercise BES Handbook S/56-57/Ex 2.9 Predicate Words BES Handbook S/57-58/P Ex. A and B Finding Predicate Words				S 149/Ex S/319/Ex Predicate--Complement S/320-321/P Ex. 7 and 8 T/163/P Identify Subject, Verb, and Predicate Comp.
4. Objects (direct, indirect, and object of preposition		BES Practice S/20-21/P Direct Object, Indirect Object				S/148-149/Ex S/316-319/Ex Direct and Indirect Object

	ADVANCED COMPOSITION	BUILDING ENGLISH SKILLS	COMPOSING WITH PARAGRAPHS	COMPOSING WITH SENTENCES	COMPOSING WITH STYLE	GUIDE TO MODERN ENGLISH
4. (continued)		BES Handbook S/53/Ex Direct Object, Indirect object BES Handbook S/56/P Exercise BES Handbook S/144-145/P Ex. A and Ex. B BES Handbook S/145/Ex 7.4 Pro. as O.P.				S/317-319/P Ex. 5 and 6 T/162/P Identify subject, verb, and direct object T/162/P Indirect objects
5. Prepositional phrases		BES Practice S/24/P Prepositional Phrase BES Handbook S/61-63/Ex 2.12 The Prepositional Phrase BES Handbook /63-64/P Ex. A-B		S/200/Ex, P		S/152/Ex S/154-155/P Ex. 6 T/142/P
7. Dependent clauses		BES Practice S/32/ The clause BES Practice S/34-37/P Clauses: adj., adv., noun				S/156-160/Ex, P Ex. 10-13 S/338-350/Ex Dependent clauses S/342-350/P Ex. 1-7

	ADVANCED COMPOSITION	BUILDING ENGLISH SKILLS	COMPOSING WITH PARAGRAPHS	COMPOSING WITH SENTENCES	COMPOSING WITH STYLE	GUIDE TO MODERN ENGLISH
7. (continued)		BES Handbook S/80-81/P Ex. B--The subordinate clause BES Handbook S/82-88/Ex Clauses BES Handbook S/84/P Ex. Adjective Clause BES Handbook S/87/P Exercise: Adverb Clause BES Handbook S/89/P Exercise: Noun Clauses BES Handbook S/97/P Exercise: (Sentence Fragments) S/209-211/En Using Subordinate Ideas Correctly Ex. A-B				S/474-475/Ex Adjective Clauses S/475-476/P Ex. 5 S/476-479/Ex Adverb Clauses S/478-479/P Ex. 6 S/533-534/Ex T/144-148/P T/166/P Identify Adv. Clauses T/166/P Identify Adj. Clauses and Modifiers T/167/P Identify Noun Clauses and Use in Sentences
8. Verbals		BES Handbook S/ /P Ex. A Gerund Phrase BES Practice /12-14/P Inf.,Ger.,Part			S/107-108/P S/111-113/P S/117/P	S/153-154/Ex S/155-156/P Ex. 7-9 S/209-210/P Ex. 13

	ADVANCED COMPOSITION	BUILDING ENGLISH SKILLS	COMPOSING WITH PARAGRAPHS	COMPOSING WITH SENTENCES	COMPOSING WITH STYLE	GUIDE TO MODERN ENGLISH
8. (continued)		BES Practice S/24-28/P Inf., Part. Ger. Appos. Phrase S/39-44/Ex 1.10 Verbals BES Handbook S/45/P Exercise BES Handbook S/65/P Exercise--Inf. Phrase BES Handbook S/65-70/Ex Verbal Phrases BES Handbook S/66-67/P Ex.--Participal Phrase BES Handbook S/69/P Ex. B--Finding the Verbals				S/328-337/Ex Verbals S/331-337/P Ex. 1-9 S/407-470/Ex Participle Phrase S/469-470/P Ex. 2 S/470-471/Ex Gerund Phrases S/471/P Ex. 3 T/143-145/P T/164/P Find Participle Phrases T/164/P Identify Gerund Phrases T/165/P Identify Inf. Phrases
SPELLING						
3. Application of basic spelling rules (see Appendix E)		BES Practice S/108-115/P Section 15: Spelling		S/11/P S/50/P S/61/P		S/254-275/Ex Spelling Rules S/257-275/P Ex. 1-21

	ADVANCED COMPOSITION	BUILDING ENGLISH SKILLS	COMPOSING WITH PARAGRAPHS	COMPOSING WITH SENTENCES	COMPOSING WITH STYLE	GUIDE TO MODERN ENGLISH
3. (continued)		BES Practice S/116-122/P Section 16: Plurals of Nouns BES Practice S/120/En Section 16: Nouns With Irregular Plurals BES Practice S/120-126/ Section 16: Plurals of Nouns BES Handbook S/224-226/P 15.0 Spelling BES Handbook S/240-244/P 16.0 Plurals of Nouns		S/104/Ex, P S/114/Ex, P S/122/Ex, P S/267/P		S/542-547/Ex
STANDARD OF NEATNESS OF WRITTEN WORK						
1. Consistent margins		BES Handbook S/245-246/Ex 17.2 Margins and Spacing				
WRITING USAGE						
1. Appropriate usage (standard, non-standard)		BES Practice S/45-49/P Using Standard English	S/11/P S/194-198/Ex, P	S/139/Ex		S/163-177/Ex, P Ex. 1-5

	ADVANCED COMPOSITION	BUILDING ENGLISH SKILLS	COMPOSING WITH PARAGRAPHS	COMPOSING WITH SENTENCES	COMPOSING WITH STYLE	GUIDE TO MODERN ENGLISH
1. (continued)		BES Practice S/70-73/P Usage Problem I, II BES Handbook S/135/P Exercise--Agreement Subject and Verb BES Handbook S/141-158/Ex 7.0 Pronoun Usage BES Handbook S/159-167/Ex 8.0 Adverb and Adjective Usage BES Handbook S/161-162/P Ex. A and Ex. B Use of Adverb and Adjective BES Handbook S/166/P Exercise BES Handbook S/168-179/P Verb Usage BES Handbook S/168-179/Ex 9.0 Verb Usage BES Handbook S/168-179/P Exercises	S/199/P T/46-49/Ex			S/178-179/P Ex. 6-8 S/180-189/Ex, En S/354-385/Ex Usage S/363-367/P Ex. 1 and 2 S/479-481/Ex Too Many "Ands" S/480-481/P Ex. 7 S/481-483/Ex Too Many "So's" S/482-483/P Ex. 8

CODINGS FOR GRADE 10 EXPECTED UNITS

Section B

	INDIVIDUALIZED LANGUAGE ARTS	LIVELY ART OF WRITING	S.C.O.R.E.	WRITING: UNIT LESSONS IN COMPOSITION	WRITING LAB PACKETS
UNIT I – WRITE TO RECORD ACCURATE INFORMATION FOR OWN USE					
A. List adequate identification of source.					S/839-841/Ex, P Write Paragraphs developed in climactic order and descending order
B. Record factual data from an outside source (e.g., lecture, book, media).					S/239/Ex, P Take Notes S/930/Ex, P Write Minutes of Meeting S/950/Ex, P Write a Journal
UNIT II – WRITE TO GIVE DIRECTIONS					
A. Use the appropriate method of development for giving directions.					S/835/Ex, P Write paragraphs developed with chronological order S/837/Ex, P Write paragraphs developed with spatial orders S/927-928/Ex, P Write directions
C. Write words, phrases, or sentences which will permit the reader to follow the directions with ease.	T/101-106/Ex Sentence Reduction				S/651/Ex, P Express sentences in positive form

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	INDIVIDUALIZED LANGUAGE ARTS	LIVELY ART OF WRITING	S.C.O.R.E.	WRITING: UNIT LESSONS IN COMPOSITION	WRITING LAB PACKETS
C. (continued)	T/107-172/Ex Slotting T/190-195/Ex Embedding				
D. Write a business letter in correct form (e.g., application letter).					S/653-655/Ex, P Use parallel structure
UNIT III – WRITE TO GIVE FORM TO EXPERIENCE AND TO IMAGINATIVE CONTENT					
A. Write in an appropriate form for the purpose.					S/94/Ex, P Write autobiography sketch S/914-197/Ex, P Write a friendly letter and notes S/957-961/Ex, P Write Poetry
D. Use appropriate rhythmic devices.	T/95-100/Ex Expansion by Duplication T/177-180/Ex Inverted Sentence T/190-195/Ex Embedding	S/143-153/Ex, P Ex. 1-4			
E. Show in writing the experience, do not tell it.	T/33-35/Ex Sentence Synthesis	S/132-139/Ex S/167/P No. 4			S/657/Ex, P Place modifiers close to words they modify

	INDIVIDUALIZED LANGUAGE ARTS	LIVELY ART OF WRITING	S.C.O.R.E.	WRITING: UNIT LESSONS IN COMPOSITION	WRITING LAB PACKETS
E. (continued)	T/36-44/Ex Expansion by Paragraphing T/49-52/Ex Outlining T/91-94/Ex Expansion by Modification T/95-100/Ex Expansion by Duplication T/107-172/Ex Slotting T/172-176/Ex Movability T/190-195/Ex Embedding T/210-214/Ex Exclamatory Sentence T/210-215/Ex Exclamatory Sentence				S/853/Ex, P Write paragraphs which contain dialogue
F. Use words with levels of meaning to suit the task.		S/164-165/Ex S/167/P No. 5 and 6	S/A-12/P Use effect effectively--Audience		

	INDIVIDUALIZED LANGUAGE ARTS	LIVELY ART OF WRITING	S.C.O.R.E.	WRITING: UNIT LESSONS IN COMPOSITION	WRITING LAB PACKETS
G. Use appropriate point of view.		S/183-186/Ex, P			S/953/Ex, P Write from a character's point of view
UNIT IV – WRITE TO ORGANIZE AND CONVEY FACTUAL KNOWLEDGE					
A. Write an essay according to a process.	T/36-44/Ex Expansion by Paragraphing T/45-48/Ex Framed Paragraph T/49-52/Ex Outlining T/101-106/Ex Sentence Reduction T/190-195/Ex Embedding	S/26-36/Ex, P Assignment 1-7 S/37-38/Ex S/46-67/Ex, P S/80-92/Ex, P No. 1-2	S/D-8/P Formulate thesis statement	S/43-46/P Practice 1-4 Problem 1-2 S/101-104/P Practice 1 S/104-105/P Practice 2-3 S/106/P Problem 1-2 S/110-112/P Practice 1-3 Problem 1-2	
B. Choose from a variety of paragraph developments to convey factual knowledge.			S/D25/P Understand Several Methods of Paragraph Development	S/107-109/P Practice 1-2 Problem 1-2	S/929/Ex, P Write to convey how something works S/935/Ex, P Write answers to essay questions S/939-941/ Write essay describing object, place

	INDIVIDUALIZED LANGUAGE ARTS	LIVELY ART OF WRITING	S.C.O.R.E.	WRITING: UNIT LESSONS IN COMPOSITION	WRITING LAB PACKETS
D. Write a business letter in correct form.					S/901-903/Ex, P Complete Forms S/908-909/Ex, P Writing Business Letters S/921-923/Ex, P Telegram and Memo

CODINGS FOR GRADE 10 CHOSEN UNITS

	INDIVIDUALIZED LANGUAGE ARTS	LIVELY ART OF WRITING	PRACTICAL STYLIST	S.C.O.R.E.	WRITING: UNIT LESSONS IN COMPOSITION	WRITING LAB PACKETS
UNIT I – WRITE TO INVENT IMAGES						
A. Use phrases or sentences to convey a mental picture.	T/33-35/Ex Sentence Synthesis T/36-44/Ex Expansion by paragraphing T/49-52/Ex Outlining T/91-94/Ex Expansion by modification T/95-100/Ex Expansion by modification T/95-100/Ex Expansion by duplication T/107-172/Ex Slotting T/172-176/Ex Movability T/173-176/Ex Movability T/190-195/Ex Embedding	S/120-142/Ex, P S/132-139/Ex S/140-141/P S/167/P No. 4	S/74-77/Ex Metaphor S/83/P Ex. 6-7		S/5-6/P Problem 1-2 S/11-12/P Practice 1-2 S/12-13/P Practice 3-5 S/14/P Problem 1-2 S/15-17/P Practice 1-2 S/18-19/P Problem 1-2 S/24-26/P Practice 1-2 S/26-28/P Practice 3-4 S/28-29/P Problem 1 S/34-36/P Practice 1-2 S/36-37/P Practice 3-5 S/37-38/P Problem 1-2	S/611/Ex, P Use language that shows—not tells S/619/Ex, P Use vivid modifiers S/623/Ex, P Use sensory impressions S/625/Ex, P Use figures of speech S/627/Ex, P Use simile and metaphor S/629/Ex, P Use Personification S/657/Ex, P Place modifiers close to words they modify S/853/Ex, P Write paragraphs which contain dialogue

	INDIVIDUALIZED LANGUAGE ARTS	LIVELY ART OF WRITING	PRACTICAL STYLIST	S.C.O.R.E.	WRITING: UNIT LESSONS IN COMPOSITION	WRITING LAB PACKETS
A. (continued)	T/210-214/Ex Exclamatory Sentence T/210-215/Ex Exclamatory Sentence				S/64-67/P Practice 1-4 Problem 1-2 S/73-76/P Practice 1-4 Problem 1-2 S/77-80/P Practice 1-4 Problem 1-2	
B. Create a unity of impression.	T/33-35/Ex Sentence Synthesis T/36-44/Ex Expansion by paragraphing T/49-52/Ex Outlining T/91-94/Ex Expansion by modification T/95-100/Ex Expansion by duplication T/107-172/Ex Slotting T/172-176/Ex Movability T/190-195/Ex Embedding	S/132-139/Ex S/167/P No. 4 S/183-186/Ex, P			S/86-90/Ex, P	S/657/Ex, P Place modifiers close to words they modify S/853/Ex, P Write paragraphs which contain dialogue S/953/Ex, P Write from a character's point of view

	INDIVIDUALIZED LANGUAGE ARTS	LIVELY ART OF WRITING	PRACTICAL STYLIST	S.C.O.R.E.	WRITING: UNIT LESSONS IN COMPOSITION	WRITING LAB PACKETS
B. (continued)	T/210-214/Ex Exclamatory sentence T/210-215/Ex Exclamatory sentence					
C. Use varied language.	T/33-35/Ex Sentence Synthesis T/36-44/Ex Expansion by paragraphing T/49-52/Ex Outlining T/91-94/Ex Expansion by modification T/95-100/Ex Expansion by duplication T/107-172/Ex Slotting T/172-176/Ex Movability T/190-195/Ex Embedding T/210-214/Ex Exclamatory Sentence	S/132-139/Ex S/154-156/Ex, P S/154-159/Ex S/157-160/Ex, P S/167/P No. 4 S/169-176/En S/180-181/P Ex. 1-5				S/657/Ex, P Place modifiers close to words they modify S/835/Ex, P Write paragraphs which contain dialogue

	INDIVIDUALIZED LANGUAGE ARTS	LIVELY ART OF WRITING	PRACTICAL STYLIST	S.C.O.R.E.	WRITING: UNIT LESSONS IN COMPOSITION	WRITING LAB PACKETS
D. Use figurative as well as literal language.	T/33-35/Ex Sentence Synthesis T/36-44/Ex Expansion by paragraphing T/49-52/Ex Outlining T/91-94/Ex Expansion by modification T/95-100/Ex Expansion by duplication T/107-172/Ex Slotting T/172-176/Ex Movability T/190-195/Ex Embedding T/210-214/Ex Exclamatory Sentence T/210-215/Ex Exclamatory Sentence	S/132-139/Ex S/160-161/Ex S/161-164/Ex S/166-167/P Ex. 2 and 3 S/167/P No. 4				S/657/Ex, P Place modifiers close to words they modify S/853/Ex, P Write paragraphs which contain dialogue

	INDIVIDUALIZED LANGUAGE ARTS	LIVELY ART OF WRITING	PRACTICAL STYLIST	S.C.O.R.E.	WRITING: UNIT LESSONS IN COMPOSITION	WRITING LAB PACKETS
UNIT II – WRITE TO USE LITERARY DEVICES TO CREATE ARTISTIC EFFECT						
A. Use an appropriate form.		S/11-25/Ex, P S/26-38/Ex, P S/38-45/Ex, P				S/94/Ex, P Write autobiobiography sketch S/914-917/Ex, P Write a friendly letter and notes S/957-961/Ex, P Write poetry
B. Use consistent levels of language appropriate to form.	T/101-106/Ex Sentence Reduction T/107-113/Ex Slotting (Basic Sentences) T/114-120/Ex Slotting (Noun Phrases) T/121/Ex Slotting (Verbal Phrases) T/160-172/Ex Slotting (Verbal Phrases) T/181-184/Ex Passive Voice					S/146/Ex, P Singular and plural S/148/Ex, P Agreement: number, case, gender, person S/501-513/Ex, P Pronoun usage S/517/Ex, P Ambiguous pronouns S/518/Ex, P Relative pronoun confusion S/532/Ex, P Agreement–subject and verb

	INDIVIDUALIZED LANGUAGE ARTS	LIVELY ART OF WRITING	PRACTICAL STYLIST	S.C.O.R.E.	WRITING: UNIT LESSONS IN COMPOSITION	WRITING LAB PACKETS
B. (continued)	T/185-189/Ex Expletive Sentence					S/534/Ex, P Maintain consistency of verb tense S/556/Ex, P Avoid double negatives
C. Select a purpose and appropriate literary devices.	T/33-35/Ex Sentence Synthesis T/36-44/Ex Expansion by paragraphing T/49-62/Ex Outlining T/91-94/Ex Expansion by modification T/95-100/Ex Expansion by duplication T/101-106/Ex Sentence Synthesis T/107-113/Ex Slotting (Basic Sentences) T/107-172/Ex Slotting	S/132-139/Ex S/143-153/Ex, P Ex. 1-4 S/164-165/Ex S/167/P No. 4 S/167/P No. 5 and 6		S/A-12/P Use effect effectively—audience	S/69-72/Ex, P S/78-80/Ex, P S/96-100/Ex S/97-99/Ex, P	S/94/Ex, P Write autobiography sketch S/146/Ex, P Singular and plural S/148/Ex, P Agreement: number, case, gender, person S/501-513/Ex, P Pronoun usage S/517/Ex, P Ambiguous pronouns S/518/Ex, P Relative pronoun confusion S/532/Ex, P Agreement—subject and verb

	INDIVIDUALIZED LANGUAGE ARTS	LIVELY ART OF WRITING	PRACTICAL STYLIST	S.C.O.R.E.	WRITING: UNIT LESSONS IN COMPOSITION	WRITING LAB PACKETS
C. (continued)	T/114-120/Ex Slotting (noun phrases) T/121/Ex Slotting (verbal phrases) T/160-172/Ex Slotting (Verbal Phrases) T/172-176/Ex Movability T/177-180/Ex Inverted Sentence T/181-184/Ex Passive voice T/185-189/Ex Expletive sentence T/190-195/Ex Embedding T/210-214/Ex Exclamatory sentence T/210-215/Ex Exclamatory sentence					S/534/Ex, P Maintain consistency of verb tense S/556/Ex, P Avoid double negatives S/558/Ex, P Avoid analogical forms (ain't, hisn, etc.) S/657/Ex, P Place modifiers close to words they modify S/853/Ex, P Write paragraphs which contain dialogue S/914-917/Ex, P Write a friendly letter and notes S/957-961/Ex, P Write poetry

CODINGS FOR GRADE 10 EXPERIENCES GRID

Section B

	INDIVIDUALIZED LANGUAGE ARTS	LIVELY ART OF WRITING	PRACTICAL STYLIST	S.C.O.R.E.	WRITING: UNIT LESSONS IN COMPOSITION	WRITING LAB PACKETS
LITERARY FORMS						
Prose						
14. Book Review						S/968/Ex, P Write a book review
18. Expository Essay		S/26-38/Ex, P				
20. Persuasive essay		S/11-25/Ex, P S/38-45/Ex, P				
COMPRESSED WRITING						
4. Paraphrase						S/237/Ex, P Write a paraphrase S/241/Ex, P Paraphrase passive from reference book
9. Outline (formal)					S/101-106/P Practice 1-3 Problem 1-2	S/233/Ex, P Write a sentence outline
10. Precis						S/235/Ex, P Write a precis
CORRESPONDENCE						
1. Social letter and envelope						S/425/Ex, P Comma for salutation and comp. close

	INDIVIDUALIZED LANGUAGE ARTS	LIVELY ART OF WRITING	PRACTICAL STYLIST	S.C.O.R.E.	WRITING: UNIT LESSONS IN COMPOSITION	WRITING LAB PACKETS
REFERENCE MATERIALS						
General						S/201/ Locate and use card catalogues, vertical files, and reference books
3. Dictionary						S/208/Ex, P Locate words in dictionary
4. Media materials (fs, tapes) non-print						S/203/Ex, P Identify types of cards in school library S/205/Ex, P Locate books in catalog of library S/214/Ex, P Locate in Atlases S/216/Ex, P Information in Almanacs S/218/Ex, P Biography References S/220/Ex, P Literature Reference Books
5. Encyclopedia						S/212/Ex, P Use Encyclopedia

	INDIVIDUALIZED LANGUAGE ARTS	LIVELY ART OF WRITING	PRACTICAL STYLIST	S.C.O.R.E.	WRITING: UNIT LESSONS IN COMPOSITION	WRITING LAB PACKETS
9. Thesaurus						S/210/Ex, P Use a thesaurus
10. Reader's Guide						S/222/Ex, P Reader's Guide

CODINGS FOR GRADE 10 WRITING MECHANICS GRID

Section B

	INDIVIDUALIZED LANGUAGE ARTS	LIVELY ART OF WRITING	PRACTICAL STYLIST	S.C.O.R.E.	WRITING: UNIT LESSONS IN COMPOSITION	WRITING LAB PACKETS
AGREEMENT	T/101-106/Ex Sentence Reduction T/107-113/Ex Slotting (Basic Sentences) T/114-120/Ex Slotting (Noun Phrases) T/121/Ex Slotting (Verbal Phrases) T/160-172/Ex Slotting (Verbal Phrases) T/181-184/Ex Passive Voice T/185-189/Ex Expletive Sentence			S/H-15-H-16/ Recognize and understand idiom		S/501-513/Ex, P Pronoun usage S/517/Ex, P Ambiguous Pronouns S/518/Ex, P Relative Pronoun Confusion S/534/Ex, P Maintain consistency of verb tense S/544-546/ Avoid confusion adjective and adverb S/548/Ex, P Use "a" and "an" correctly S/575/Ex, P Pronoun agreement with antecedent S/145/Ex, P Case: Noun, object, passive S/536/Ex, P Use subjunctive mood S/552/Ex, P Avoid using "at" after "where"

	INDIVIDUALIZED LANGUAGE ARTS	LIVELY ART OF WRITING	PRACTICAL STYLIST	S.C.O.R.E.	WRITING: UNIT LESSONS IN COMPOSITION	WRITING LAB PACKETS
CAPITALIZATION						
1. Names of people or things						S/403/Ex, P Capitalize proper nouns and I
2. Pronoun "I"						S/403/Ex, P Capitalize proper nouns and I
11. Important words in titles of written works						S/409/Ex, P Capitalize important words in titles
13. Personal titles						S/407/Ex, P Capitalize personal titles
14. Dialogue						S/401/Ex, P Capitalize first word in dialogue
HANDWRITING						
2. Cursive						S/253/Ex, P Develop Handwriting Skills
PARAGRAPHS						
3. Definition: a paragraph is an idea unit	T/36-44/Ex Expansion by Paragraphing T/45-48/Ex Framed Paragraph	S/80-92/Ex, P		S/F-4/Ex, P Style T/D-3/Ex Develop Paragraphs		

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	INDIVIDUALIZED LANGUAGE ARTS	LIVELY ART OF WRITING	PRACTICAL STYLIST	S.C.O.R.E.	WRITING: UNIT LESSONS IN COMPOSITION	WRITING LAB PACKETS
3. (continued)	T/49-52/Ex Outlining T/101-106/Ex Sentence Reduction T/173-176/Ex Movability					
4. Topic sentence				S/D-37-D-38/P Write topic sentence well		S/801/Ex, P Write topic sentence for paragraph
5. Sentences related to the topic sentence	T/36-44/Ex Expansion by Paragraphing T/45-48/Ex Framed Paragraph T/49-52/Ex Outlining T/101-106/Ex Sentence Reduction T/173-176/Ex Movability					S/803/Ex, P Write 3 items to support central idea S/819-821/Ex, P Writing paragraphs with unity and coherence
6. Simple transitions within paragraph	T/36-44/Ex Expansion by Paragraphing			S/D-31/P Use transitions Signal words		S/857/Ex, P Use transitional sentences within paragraph

	INDIVIDUALIZED LANGUAGE ARTS	LIVELY ART OF WRITING	PRACTICAL STYLIST	S.C.O.R.E.	WRITING: UNIT LESSONS IN COMPOSITION	WRITING LAB PACKETS
6. (continued)	T/45-48/Ex Framed Paragraph T/49-52/Ex Outlining T/173-176/Ex Movability			T/D-11/Ex Link sentences in paragraphs		
7. Logical organization (time, space)						S/837-841/Ex, P Write paragraphs in logical order (spatial, climactic, descending, chronological)
8. Topic sentence in variety of locations	T/36-44/Ex Expansion by Paragraphing T/45-48/Ex Framed Paragraph T/49-52/Ex Outlining T/101-106/Ex Sentence Reduction T/173-176/Ex Movability					S/805-811/Ex, P Topic sentence in variety of positions in paragraph
9. Development through details				S/D-34/ Write Narrative Paragraph		S/829/Ex, P Write paragraph using details

	INDIVIDUALIZED LANGUAGE ARTS	LIVELY ART OF WRITING	PRACTICAL STYLIST	S.C.O.R.E.	WRITING: UNIT LESSONS IN COMPOSITION	WRITING LAB PACKETS
9. (continued)				S/D-35/Ex Write to explain		S/831/Ex, P Write paragraphs containing facts as support S/845/Ex, P Write paragraph developed with definition and/or classification S/851/Ex, P Write paragraph developed with description
10. Development through example						S/827/Ex, P Paragraphs using examples
11. Development through similarities/differences						S/849/Ex, P Write paragraph developed with compare or contrast
12. Multi-paragraph writing (introduction, body, conclusion)	T/36-44/Ex Expansion by Paragraphing T/45-48/Ex Framed Paragraph T/173-176/Ex Movability	S/46-47/Ex, P		T/D-33/ Write effective beginnings and endings	S/110-112/P Practice 1-3 Problem 1-2 S/113-116/Ex	S/885-895/Ex, P Select subject Write sentence essay

	INDIVIDUALIZED LANGUAGE ARTS	LIVELY ART OF WRITING	PRACTICAL STYLIST	S.C.O.R.E.	WRITING: UNIT LESSONS IN COMPOSITION	WRITING LAB PACKETS
PARTS OF SPEECH						
1. Adjectives						S/108/Ex, P Adjectives
2. Auxiliary Verbs	T/121/Ex Slotting (Verb Phrase) T/143-149/Ex Slotting (Clause) T/160-172/Ex Slotting (Verbal Phrase) T/206-209/Ex Imperative Sentence					S/103/Ex, P Auxiliary verbs
3. Nouns						S/106/Ex, P Nouns
4. Pronouns						S/107/Ex, P Pronouns S/147/Ex, P Person
5. Verbs						S/101/Ex, P Verbs S/102/Ex, P Linking Verbs S/142/Ex, P Tense: Past, Present, Future, Perfect

	INDIVIDUALIZED LANGUAGE ARTS	LIVELY ART OF WRITING	PRACTICAL STYLIST	S.C.O.R.E	WRITING: UNIT LESSONS IN COMPOSITION	WRITING LAB PACKETS
2. (continued)						S/465/Ex, P Colon in business letters salutation
3. Comma -						S/149/Ex, P Apposition
						S/150/Ex, P Parenthetical (Ph., cl.)
						S/419/Ex, P Comma to separate parts of series
						S/421/Ex, P Comma in comp. sentence
						S/422/Ex, P Comma to set off noun of dir. address and appositives
						S/423/Ex, P Use commas to set off nonrestrictive elements
						S/427/Ex, P Comma for dates and addresses
						S/431/ Comma for introduction—words, phrases, and clauses

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	INDIVIDUALIZED LANGUAGE ARTS	LIVELY ART OF WRITING	PRACTICAL STYLIST	S.C.O.R.E.	WRITING: UNIT LESSONS IN COMPOSITION	WRITING LAB PACKETS
5. (continued)						S/520-528/Ex, P Irregular and troublesome verbs
6. Adverbs						S/109/Ex, P Adverbs
7. Conjunction						S/111/Ex, P Conjunctions
9. Prepositions						S/110/Ex, P Prepositions
10. Interjections						S/112/Ex, P Interjections
11. Verb Voice (active and passive)	T/181-184/Ex Passive Voice	S/108-119/Ex, P Ex. 1-5		S/E-50/Ex, P Use active and passive voice correctly		S/143/ Active and Passive Voice
PUNCTUATION						
1. Apostrophe						S/439/Ex, P Apostrophe for possessives of nouns S/443/Ex, P Use apostrophes to form contractions
2. Colon						S/463/Ex, P Colon before a list of appositives or long quotations

	INDIVIDUALIZED LANGUAGE ARTS	LIVELY ART OF WRITING	PRACTICAL STYLIST	S.C.O.R.E.	WRITING: UNIT LESSONS IN COMPOSITION	WRITING LAB PACKETS
3. (continued)						S/432/Ex, P Commas for setting off parenthetical exc. S/441/Ex, P Use apostrophes for possessive of indentified pronouns
4. Dash						S/475/Ex, P Use dash
5. Direct quotations						S/451/Ex, P Use appropriate punctuation in direct and indirect quotation S/453/Ex, P Quotation marks for quote from another writer S/457/Ex, P Single quotations
6. Exclamation mark at end of exclamatory sentence and interjection						S/417/Ex, P Use exclamation mark for interjections
7. Hyphen						S/329/Ex, P Use hyphen in compounds

	INDIVIDUALIZED LANGUAGE ARTS	LIVELY ART OF WRITING	PRACTICAL STYLIST	S.C.O.R.E.	WRITING: UNIT LESSONS IN COMPOSITION	WRITING LAB PACKETS
7. (continued)						S/473/Ex, P Hyphen for division of words at end of line
8. Parenthesis						S/477/Ex, P Use parentheses
9. Period						S/415/Ex, P Use periods at end of abbreviations
11. Quotation marks to enclose short stories, poems, songs, articles, chapters of books						S/449/Ex, P Use quotation marks for titles
12. Semicolon						S/461/Ex, P Use semicolon in sentences S/463/Ex, P Semicolons in comp. sentences
14. Underline titles of books, magazines, plays, TV, newspapers, and movies						S/469/Ex, P Underline titles of full-length works, etc.
SENTENCES: KINDS						
General	T/33-35/Ex Sentence Synthesis T/107-113/Ex Slotting (Basic Sentence)					

	INDIVIDUALIZED LANGUAGE ARTS	LIVELY ART OF WRITING	PRACTICAL STYLIST	S.C.O.R.E.	WRITING: UNIT LESSONS IN COMPOSITION	WRITING LAB PACKETS
General (continued)	T/143-149/Ex Slotting (clause) T/190-195/Ex Embedding T/196-205/Ex Interrogative Sentence T/206-209/Ex Imperative Sentence T/210-215/Ex Exclamatory Sentence					
1. Simple sentence						S/135/Ex, P Simple Sentence S/723/Ex, P Diagram the simple sentence
2. Compound sentence						S/136/Ex, P Comp. Sentence
3. Complex sentence						S/137/Ex, P Complex sentence
4. Compound - complex sentence						S/138/Ex, P Compound - complex sentence
SENTENCES: PARTS						
1. Subjects and predicates						S/122/Ex, P Subjects

	INDIVIDUALIZED LANGUAGE ARTS	LIVELY ART OF WRITING	PRACTICAL STYLIST	S.C.O.R.E.	WRITING: UNIT LESSONS IN COMPOSITION	WRITING LAB PACKETS
1. (continued)						S/701/Ex, P Avoid using fragments
2. Modifiers, single words						S/113/Ex, P Determiners S/127/Ex, P Modifiers
3. Complements (predicate noun, predicate adjective)						S/124/Ex, P Complements
4. Objects (direct, indirect, and object of preposition)						S/123/Ex, P Objects
5. Prepositional phrases						S/128/Ex, P Phrases
6. Independent clauses						S/129/Ex, P Clauses
7. Dependent clauses						S/130/Ex, P Independent and dependent clauses
8. Verbals						S/116/Ex, P Infinitives S/117/Ex, P Participles S/118/Ex, P Gerunds

	INDIVIDUALIZED LANGUAGE ARTS	LIVELY ART OF WRITING	PRACTICAL STYLIST	S.C.O.R.E.	WRITING: UNIT LESSONS IN COMPOSITION	WRITING LAB PACKETS
SPELLING						
3. Application of basic spelling rules (see Appendix E)	T/107-172/Ex Slotting					S/301/Ex, P Commonly Misspelled S/303/Ex, P Plurals of nouns S/305/Ex, P Double final consonant S/306/Ex, P Add prefixes to root S/307/Ex, P Add suffixes to "y" words S/311/Ex, P Add suffixes to words ending in "c" S/315/Ex, P Apply ie, ei rule S/317/Ex, P Plural of "o" words S/319/Ex, P Plural of "fe," "ve" words

	INDIVIDUALIZED LANGUAGE ARTS	LIVELY ART OF WRITING	PRACTICAL STYLIST	S.C.O.R.E.	WRITING: UNIT LESSONS IN COMPOSITION	WRITING LAB PACKETS
3. (continued)						S/321/Ex, P Plural of nouns ending in "j" S/323/Ex, P Plural of foreign words S/325/Ex, P Use of suffixes (able, ible, ence, etc.) S/327/Ex, P Use of participles (el, al, cle, etc.) S/329/Ex, P Forming compounds S/435/Ex, P Use apostrophes to form plurals of symbols, numbers, etc.
USAGE General	T/101-106/Ex Sentence Reduction T/107-113/Ex Slotting (Basic Sentences) T/114-120/Ex Slotting (Noun Phrases)					

	INDIVIDUALIZED LANGUAGE ARTS	LIVELY ART OF WRITING	PRACTICAL STYLIST	S.C.O.R.E.	WRITING: UNIT LESSONS IN COMPOSITION	WRITING LAB PACKETS
General (continued)	T/150-155/Ex Slotting (prepositional Phrases) T/196-205/Ex Interrogative Sentence					
1. Appropriate usage (standard, non-standard)						S/146/Ex, P Singular and plural S/148/Ex, P Agreement: Number, case, gender, person S/532/Ex, P Agreement—subject and verb S/556/Ex, P Avoid double negatives S/558/Ex, P Avoid analogical forms (ain't, hisn, etc.)

GRADE 10 Activities

UNIT I: WRITE TO RECORD ACCURATE INFORMATION FOR OWN USE

Possible Grid Items

Activity 1: Listen to a speech; for example, an assembly presentation, speaker to an individual class, or a sermon, and take notes. Organize the material into a form which allows for characteristics under objectives A, B, C, and D.

Comp. Writ.	3 9 4
Par.	12

Pre-writing:

1. Listen to a recorded speech and pick out the thesis statement and proof.

2. Students choose a class and take notes on the procedure followed by the teacher and students. (Teachers may have students use their own classes.)

Activity 2: Interview someone in the community, take notes, organize individual notes in outline form; organize information into a report. Check for characteristics under objectives A, B, C, and D.

Comp. Writ.	3 9 4
Punc.	5
Par.	12
Prose	5
Cap.	12

Pre-writing:

1. Provide list of possible resources for interviewing.

2. Provide advertisements from various community service groups (e.g., Council on Alcoholism).

3. Attend a meeting (e.g., Student Council, P.T.A., City Council) and have students take notes on content and organization of presentations.

Activity 3: View a television program that is news magazine or documentary format, and take notes to be used in a four-part essay. Check for characteristics under objectives A, B, C, D.

Comp. Writ.	3 9
Par.	12
Cap.	11
Punc.	14

Pre-writing:

1. View and discuss a similar television program prior to assigning students to watch on their own.

2. Provide programming information.

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GRADE 10 Activities

UNIT II: WRITE TO GIVE DIRECTIONS

Activity:

A. Have the students write a letter to a travel agency, a government agency, or a private business requesting specific information.

B. Have the students write a letter of application which elicits a response. Check objective D.

Pre-writing:

1. Show students examples of various reference materials (e.g., phone and city directory, U.S. Government Manual, Nebraska Blue Book) which give information on public services and their addresses.

2. Have a personnel director speak to the class.

3. Provide students with brochures from government or private employment agencies which tell the "do's" and "don'ts" of making application.

Possible Grid Items	
Par.	1
	2
	4
	7
	12
Ref. Mat.	7
Corespon.	2

Activity 2: Have students choose a destination within the building or walking area permitted outside of school grounds. Ask each to write directions to reach that destination without naming it. Distribute directions among students and have students, literally or vicariously, follow each other's written directions. Compare successes or failures in clarity of direction and rewrite directions if necessary.

Pre-writing:

1. Teacher model of directions for playing game.

Possible Grid Items	
Par.	1
	2
	4
	7
	12
Ref. Mat.	7

Activity 3: Have students choose something that they can do well and, in writing, explain, step by step, how it is done (e.g., cooking taffy, fixing a starter, cleaning a gun). Check against characteristics of objectives A, B, C.

Pre-writing:

1. Teacher model; e.g., making seaweed salad or changing a tire.

2. Watch various T.V. programs which demonstrate "how to," e.g., gardening, cooking, lab experiments.

3. Pages 23-24, *Writing Exercises from Exercise Exchange*, ed. by Littleton Long, see Teacher Resources List (Characteristic II C 1).

Possible Grid Items	
Par.	1
	2
	4
	7
	12

UNIT II: WRITE TO GIVE DIRECTIONS (continued)

Possible Grid Items	
Par.	1 2 4 7 12
Ref. Mat.	7 11

Activity 4: Assume someone is at a point somewhere outside the city and give directions to reach a point inside the city. A variation on this is to provide a map for the student and have the student write how to go from one point on the map to a designated point. Check for characteristics under objectives A, B, and C.

Pre-writing:

1. Give oral directions to draw a familiar object.

2. Airport game, page 5, *Writing Exercises from Exercise Exchange,* ed. by Littleton Long. See Teacher Resources List.

3. Pages 22-23, *Writing Exercises from Exercise Exchange,* ed. by Littleton Long (characteristic II C 1).

UNIT III: WRITE TO GIVE FORM TO EXPERIENCE AND IMAGINATIVE CONTENT

Activity 1: Without identifying them as such, give students the basic outline of several stories written by professional writers. Have each student take a basic story line and using any form the student chooses (you may want to limit the number of choices), make the story his.

Pre-writing:

1. Have students summarize a story familiar to them.
2. Teacher gives story outline and students, as a group, fill in details.
3. Review elements of the short story.

Possible Grid Items	
L.F. - Prose	8 12
Ref. Mat.	4
Punc.	14
Cap.	11
Sent.-Parts	2 5 6 7 8
Neatness	1

Activity 2: Use writing activity and pre-writing suggestions on pages 28-32 of *Writing Exercises from Exercise Exchange*, ed. by Littleton Long (see Teacher Resources List) which call for students to observe, recall, and write description.

Pre-writing:

1. Use familiar object, e.g., lemon or apple, and guide students through questions to make observations about the object using sensory description.
2. Furnish students with a model of recorded observation; e.g., *Autobiography,* by Nathaniel Southgate Shaler.
3. See pages 92-94 in *Writing Exercises from Exercise Exchange,* ed. by Littleton Long.

Possible Grid Items	
L.F. - Prose	11 16
Sent.-Parts	2 5 6 7 8

Activity 3:

A. Have each student write a news story about himself at his own death at 50-80 years old.

B. Have students write epitaphs for themselves or perhaps famous people, people in the news, or other classroom students. Check characteristics under objectives A, B, C, D, E, F, G.

Pre-writing:

1. Use models of epitaphs, obituaries.
2. Define figurative language terms.

Possible Grid Items	
L.F.-Poetry	8 9
L.F.-Prose	16
Comp. Writ.	6
Ref. Mat.	6

UNIT III: WRITE TO GIVE FORM TO EXPERIENCE AND IMAGINATIVE CONTENT (continued)

Possible Grid Items	
L.F. - Prose	2 12 15 19

Activity 4: Have students write a personal narrative using ideas listed in *Illinois English Bulletin, A Thousand Topics for Composition: Revised* (see Teacher Resources list).

Pre-writing:

1. Students could read examples of other student and professional writing.
2. Brainstorm for "universal truths" that could be demonstrated by personal experience; e.g., aphorisms, proverbs, cliches.
3. Use pictures, paintings, (slides of paintings), which are examples of universal truths (e.g., Norman Rockwell's *Saturday Evening Post* covers). Elicit from students the significant statement each demonstrates.

UNIT IV: WRITE TO ORGANIZE AND CONVEY FACTUAL KNOWLEDGE

Activity 1: Students could write a paper using statistics and data to support a topic idea. Example: see Ill. Eng. Bulletin, *A Thousand Topics for Composition: Revised,* pages 16-17.

Pre-writing:

1. Pages 128-130 in *Writing Exercises from Exercise Exchange.* This is a mini-exercise in consolidating information.

2. Activities which cover use of footnoting and bibliography.

Possible Grid Items	
L.F. - Prose	6 17
Comp. Writ.	4 6
Ref. Mat.	5 6 8 10

Activity 2: Have students complete 3 required forms and 2 optional forms (see *Forms in Your Future* in Writer's Gallery). Characteristic C.

Pre-writing:

1. Have 15 different forms as examples for students to examine.

2. Discuss the numerous forms that all people encounter in a lifetime.

Possible Grid Items	
Comp. Writ.	5
Punc.	9
Standard of Neatness	2
Handwriting	2d

Activity 3: Write a business letter in correct form to report something; e.g., auto accident, stolen or lost credit card or passport.

Pre-writing:

1. List information provided by the class as to how they would organize an informal letter or note; e.g., What would you say first in a letter to your father about a car accident? What would you say next? How would you close the letter?

2. Use a short essay for study and identify the parts of an essay; e.g., *Essays Old and New,* E. M. Forster, or *Writer's Workshop* (in Writing Lab), "Kids Lib."

Possible Grid Items	
Correspon.	2
L.F. - Prose	18
Cap.	8 10
Handwriting	2c&d
Par.	12
Punc.	2 3
Usage-Approp.	

CHOSEN UNIT I: WRITE TO INVENT IMAGES

Activity 1: Have students write a descriptive paragraph using the outlining technique from *Individualized Language Arts Handbook,* pages 64-71 (see Teacher Resources list).

Pre-writing:

1. Have students look at model of descriptive paragraph and, using Individualized Language Arts outlining techniques, analyze for order and specific details. See *Individualized Language Arts Handbook,* pages 61, 71.
2. From several re-styled versions of professional fiction and non-fiction, students choose the most effective. See pages 59-62 in *Writing Exercises from Exercise Exchange,* ed. by Littleton Long (on Teacher Resources list).
3. See framed paragraph technique in *Individualized Language Arts Handbook,* pages 44-48.

Possible Grid Items	
Comp. Writ.	9
L.F.-Prose	11
Par.	3 4 5 6 7 8 9 10 11
Sent. Parts	2 5 6 7 8

Activity 2: Give students a poem that is familiar to them which the teacher has slotted. The students will first complete the poem with synonyms and then with antonyms.

Pre-writing:

1. Discuss the unslotted poem in terms of meaning and structure.
2. Discuss mood, tone, unity of impression, and mental pictures achieved through word choice.
3. As a group, work with several slotted sentences; for example, see page 39 of *Writing Exercises from Exercise Exchange,* ed. by Littleton Long; and *Individualized Language Arts Handbook* (see Teacher Resources list).

Possible Grid Items	
L.F.-Prose	1 11
Ref. Mat.	9 3
Sent. Parts	2

Activity 3: This is a continuation of Activity 3 in Unit III, Grades 11 and 12. Have the students write a poem based on the figures of speech discovered in the assigned literary work.

Pre-writing:

1. As a group, or individually, have students use a single idea and express it several ways using various figures of speech, including characteristics listed under objective D.

Possible Grid Items	
L.F.-Prose	11
L.F.-Poetry	2
Ref. Mat.	2

CHOSEN UNIT I: WRITE TO INVENT IMAGES (continued)

2. Have students find figures of speech in a class literary text. Have them write figures of speech of their own (1 of each kind).

CHOSEN UNIT II: WRITE TO USE LITERARY DEVICES TO CREATE AN ARTISTIC EFFECT

Activity 1: Have students write a paragraph about a simple object or idea expressing one mood, such as freedom and lightness. Ask them to re-write the paragraph to achieve another mood, such as horror, about the same object or idea. Students can exchange paragraphs or use their own and re-write to effect other moods such as joy, fear, anger, jealousy, uncertainty, etc.

Pre-writing:

1. Students, as a class, can listen to interpretive readings of poems and short stories (Poe's "Tell-Tale Heart," for example), and discuss the mood achieved and how it is achieved.
2. Discuss the use of particular literary devices to purposefully create artistic effects.
3. See "Slotting Techniques" in *Individualized Language Arts Handbook,* pages 114-172.

Possible Grid Items	
L.F.-Prose	11 16
Usage	1 2

Activity 2: Have students write a formal business letter, a letter to "Aunt Phoebe in Boston," a letter to Mom, and a note to a best friend.

Pre-writing:

1. Provide models of formal, informal, non-standard language, and dialects from literature, magazines, newspapers, and letters. Read and discuss them as a class.
2. Discuss levels of language and *appropriateness for purpose and audience.*
3. Use pages 37-40, "Synonomy and Tone," in *Writing Exercises from Exercise Exchange,* ed. by Littleton Long (see Teacher Resources list), as a class activity, particularly part B.

Possible Grid Items	
Corr.	1 2
Ref. Mat.	2 4 6 9
Usage	1 2
Neatness	1 2
Cap.	8 10
Handwriting	2
Punc.	2 3

CHOSEN UNIT II: WRITE TO USE LITERARY DEVICES TO CREATE AN ARTISTIC EFFECT (continued)

Activity 3: For several days students will write various short exercises that stress the idea of appropriateness of language, the purpose, and the audience. Possibilities are as follows: to re-write ads, transforming emotional and rhetorical language into informative language; to write two paragraphs, one in slang, the other in formal English; to write one organized paragraph, one disorganized paragraph; to write two paragraphs which express the same idea but are written in different jargons and/or kinds of technical language (for example, sports or of the jazz musician). See "Affective vs. Informative Diction," pages 35-36 in *Writing Exercises from Exercise Exchange,* ed by Littleton Long (see Teacher Resources list).

Possible Grid Items	
L.F.-Prose	20 13
Ref. Mat.	4 6

Pre-writing:

1. Read "The Language of Affective Communication" and "Giving Things Names" in S. I. Hayakawa's *Language in Thought and Action.*

2. Discuss propoganda and read models provided by the instructor.

3. Observe and discuss the language of advertising and political speeches in material brought in by students. Analyze the intention of the writers, discussing the images and symbols used, observing the purpose of the writer, and the audience.

Activity 4: Have students use Individualized Language Arts techniques of Expansion by Modification, Sentence Reduction, and Expansion by Duplication in order to achieve a particular artistic effect. See *Individualized Language Arts Handbook,* pages 91-94, 95-100, 101-106 (see Teacher Resources list).

Possible Grid Items	
Sent. Parts	2
Usage	1 2

Pre-writing:

1. Discuss the use of literary devices to achieve artistic effect.

2. Use two or more poems to compare and contrast artistic effect achieved by use of literary devices.

3. Use two or more prose models (fiction and non-fiction) and compare and contrast artistic effect achieved by use of literary devices.

CHOSEN UNIT II: WRITE TO USE LITERARY DEVICES TO CREATE AN ARTISTIC EFFECT (continued)

Activity 5: Have students choose something which they have written previously, and revise and expand it by use of rhetorical and literary devices in Characteristic C. 2.

Pre-writing:

1. Review literary devices.
2. Students could divide into groups and, using copies of newspapers, each group could look for use of certain literary devices and levels of language assigned to that group. See Characteristics under objective B., and C. 2.
3. For analysis of tone and style, use activity suggested in *Writing Exercises from Exercise Exchange* ed. by Littleton Long (see Teacher Resources list) called "Close Analysis in Style," pages 63-69.

Possible Grid Items	
Usage	1
	2
Sent. Parts	2
L.F.-Prose	11
Ref. Mat.	6
Ref. Mat.	2

UNIT I WRITE TO GIVE CRITICAL REASONS

A. Write critically.
  1. Listing of appropriate reasons in order to develop topic
  2. Thesis statement
    a. Limits subject
    b. Directs discussion
    c. Implies an issue
  3. Division of material into at least four paragraphs
  4. Rough draft with four paragraphs
    a. Introductory paragraph: general information and thesis
    b. Minimum of two body paragraphs
      (1) Paragraphs develop strong and weak points of topic
      (2) Use of appropriate transitions
    c. Concluding paragraph
      (1) Restatement of thesis
      (2) Significance of main reasons

B. List resources used in a bibliography.*
  1. Book reference
    a. Author
    b. Title
    c. Publisher
    d. Copyright date
    e. Appropriate order and punctuation
  2. Magazine reference
    a. Author (if given)
    b. Title
    c. Magazine
    d. Date
    e. Page(s)
    f. Appropriate order and punctuation

*Attitude objective

UNIT II WRITE TO GIVE DIRECTIONS

A. Use the appropriate method of development for giving directions.
   1. Chronological order
   2. Spatial relationships
   3. Cause/effect

B. Write to give complete directions for a specified audience.
   1. Inclusion of all steps to reach the desired outcome
   2. Identification of all necessary information (e.g., parts, materials, equipment, ingredients)

C. Write words, phrases, or sentences which will permit the reader to follow the directions with ease.
   1. Word choices
      a. Concrete
      b. Commonly-used words
      c. Appropriate transitions
   2. Phrases
      a. Well-known reference points (e.g., locations, conditions)
      b. Brevity
   3. Sentences (e.g., used most often)
      a. Imperative (command)
      b. Simple

D. Write a business letter in correct form (e.g., application letter).
   1. Heading
   2. Inside address
   3. Greeting
   4. Body
   5. Closing
   6. Signature

UNIT III WRITE TO GIVE FORM EXPERIENCE AND TO IMAGINATIVE CONTENT

A. Write in an appropriate form for the purpose.
  1. Poem (e.g., couplet, limerick, cinquain, free verse)
  2. Prose (personal narrative, story, character sketch, social letter)

B. Develop and create an element of surprise.
  1. Unique words and word arrangement
    a. Personal choice
  2. Unexpected details
  3. A twist in thought (e.g., irony)
  4. Making the common uncommon

C. Use a personally unique perspective for a piece of writing.
  1. Writer's stance
  2. Persona

D. Use appropriate rhythmic devices.
  1. Balanced construction (e.g., parallelism, antithesis)
    a. Phrase
    b. Sentence
    c. Refrain
  2. Repetition (e.g., sounds, words, phrases)
    a. Alliteration
    b. Rhyme (poetry)
  3. Rhythm

E. Show in writing the experience, do not tell it.
  1. Avoid stating generalizations
  2. Use of specific details
  3. Use of images (e.g., mental picture which appeals to the five senses and includes movement and action)
    a. Real
    b. Invented
      (1) Concrete experience
      (2) Abstract experience

continued on next page

UNIT III WRITE TO GIVE FORM TO EXPERIENCE AND TO IMAGINATIVE CONTENT

4. Use of figurative language
    a. Simile
    b. Metaphor
    c. Hyperbole
    d. Personification
    e. Onomatopoeia
5. Word choice
    a. Descriptive

F. Use words with levels of meaning to suit the task.
1. Connotation
2. Allusion
3. Irony

G. Use appropriate point of view.
1. First person
2. Third person

UNIT IV WRITE TO CONVINCE OTHERS

A. Write or complete a position statement.
   1. Limit subject
   2. Direct discussion
   3. Take a specific stand on an issue

B. List specific choices from the data gathered which support the position statement.
   1. Factual data
   2. Subjective opinion
   3. Concrete examples

C. Organize data into at least three major divisions.
   1. Introduction
      a. General background
      b. Explain issue
      c. State position
   2. Body paragraph(s) - develop a minimum of two persuasive reasons
   3. Conclusion

D. Select and use persuasive devices appropriate to a specific audience.
   1. Rhetorical devices
      a. Rhetorical question
      b. Repetition (e.g., sounds, words, ideas, refrain)
      c. Exclamation
      d. Exaggeration
      e. Emphasis

continued on next page

UNIT IV WRITE TO CONVINCE OTHERS (continued)

2. Emotional devices
   a. Loaded words
   b. Euphemisms
   c. Propaganda techniques
      (1) Band wagon
      (2) Glittering generalities
      (3) Plain folks
      (4) Name-calling
      (5) Complex question
      (6) The threat
      (7) Appeal to emotion
      (8) Testimonial
      (9) Appeal to authority
      (10) Logical fallacy (false syllogism)
      (11) Trademark
3. Reasoning devices
   a. Factual evidence
   b. Appropriate authority
   c. Simple refutation
4. Writer's image (credentials, e.g., experience, study, position

UNIT IV WRITE TO CONVINCE OTHERS (continued)

2. Emotional devices
    - a. Loaded words
    - b. Euphemisms
    - c. Propaganda techniques
        - (1) Band wagon
        - (2) Glittering generalities
        - (3) Plain folks
        - (4) Name-calling
        - (5) Complex question
        - (6) The threat
        - (7) Appeal to emotion
        - (8) Testimonial
        - (9) Appeal to authority
        - (10) Logical fallacy (false syllogism)
        - (11) Trademark
3. Reasoning devices
    - a. Factual evidence
    - b. Appropriate authority
    - c. Simple refutation
4. Writer's image (credentials, e.g., experience, study, position)

CHOSEN UNIT I: WRITE TO INVENT IMAGES

A. Use phrases or sentences to convey a mental picture.

   1. Effective sensory language
   2. Fresh, specific words or phrases

B. Create a unity of impression.

   1. One viewpoint
   2. Consistent focus
   3. Essential details
   4. Internal coherence

C. Use varied language.

   1. Word substitutes
      a. Synonyms
      b. Antonyms

   2. Appropriate modifiers

D. Use figurative as well as literal language.

   1. Simile
   2. Metaphor
   3. Hyperbole
   4. Personification
   5. Onomatopoeia
   6. Concrete words

CHOSEN UNIT II: WRITE TO USE LITERARY DEVICES TO CREATE AN ARTISTIC EFFECT

A. Use an appropriate form.

1. Poetry
2. Prose
    a. Fiction
    b. Non-fiction

B. Use consistent levels of language appropriate to form.

1. Formal
2. Informal
3. Nonstandard
4. Dialects

C. Select a purpose and appropriate literary devices.

1. Purpose
    a. To convey mood
    b. To convey attitude
    c. To recreate an experience
    d. To create an impression

2. Devices
    a. Alliteration
    b. Allusion
    c. Antithesis
    d. Balance
    e. Coined words
    f. Connotation
    g. Denotation
    h. Euphemism
    i. Extended metaphor
    j. Idiom
    k. Irony
    l. Overstatement
    m. Oxymoron
    n. Parallelism
    o. Repetition
    p. Rhetorical question
    q. Rhyme
    r. Rhythm
    s. Symbolism
    t. Understatement

	ADVANCED COMPOSITION	BUILDING ENGLISH SKILLS	COMPOSING WITH PARAGRAPHS	COMPOSING WITH SENTENCES	COMPOSING WITH STYLE	GUIDE TO MODERN ENGLISH
A. Write critically. (continued)	S/325-326/P No. 1-5 (suggestions) S/326-341/Ex S/341/P No. 1-5 (suggestions)					
UNIT II – WRITE TO GIVE DIRECTIONS						
B. Write to give complete directions for a specified audience.				S/271-272/Ex, P		
C. Write words, phrases, or sentences which will permit the reader to follow the directions with ease.		S/189-190/En Avoiding Empty Sentences S/191-192/En Exercise: Revising Empty Sentences S/192-194/En Avoiding Padded Sentences S/194-195/En Exercise A, B Revising Padded Sentences S/196-198/En Avoiding Overloaded Sentences				S/219-257/En Ex. 1-11; Ex. 1-6

	ADVANCED COMPOSITION	BUILDING ENGLISH SKILLS	COMPOSING WITH PARAGRAPHS	COMPOSING WITH SENTENCES	COMPOSING WITH STYLE	GUIDE TO MODERN ENGLISH
C. (continued)		S/200-201/En Keeping to the Point - Ex. A-B /202-204/En Ex, A-B--Keeping Related Parts Together S/204-206/En Combining Related Ideas				
UNIT III – WRITE TO GIVE FORM TO EXPERIENCES AND TO IMAGINATIVE CONTENT						
A. Write in an appropriate form for the purpose.	S/107-127/Ex S/127-128/P No. 1-6 (suggestions) S/378-388/Ex S/388/P No. 1-6 (suggestions) S/429-438/Ex		T/27-31/En			

	ADVANCED COMPOSITION	BUILDING ENGLISH SKILLS	COMPOSING WITH PARAGRAPHS	COMPOSING WITH SENTENCES	COMPOSING WITH STYLE	GUIDE TO MODERN ENGLISH
A. (continued)	S/438/P No. 1-4					
	S/452-462/Ex					
	S/463/P No. 1-4					
B. Develop and create an element of surprise.	S/32/Ex 1-4 (question)				S/264-276/Ex, P	
	S/32/P No. 1, No. 5 (suggestion)					
	S/32/P No. 3 (suggestion)					
	S/182-185/Ex					
	S/185/P No. 1-3					
	S/343-350/Ex					
	S/350/P No. 1-4 (suggestion)					
	S/351-357/Ex					
	S/357/P No. 1-4 (suggestion)					
C. Use a personally unique perspective for a piece of writing.	S/19-31/Ex		S/272-278/Ex, P		S/216-223/Ex, P	
	S/33-41/Ex				S/228-230/Ex, P	

	ADVANCED COMPOSITION	BUILDING ENGLISH SKILLS	COMPOSING WITH PARAGRAPHS	COMPOSING WITH SENTENCES	COMPOSING WITH STYLE	GUIDE TO MODERN ENGLISH
C. (continued)	S/42/Ex 1-6 (questions) S/42/P 1-4 (suggestions) S/358-365/Ex S/366/P No. 1-6 S/366-377/Ex S/377/P No. 1-5 (suggestions) S/438-449/Ex S/449-450/P No. 1-3 (suggestions)					
D. Use appropriate rhythmic devices.	S/52-61/Ex S/62/Ex No. 1-3 (questions)				S/224-228/Ex, P	
E. Show in writing the experience, do not tell it.	S/10-17/Ex S/18/P No. 1 (suggestions) S/18/P No. 3, 4 (suggestions) S/18/Ex 1-5 (questions) S/63-73/Ex S/73-74/Ex No. 1-4 (q. on tech.)		S/250-251/		S/231-236/Ex, P S/238-241/P S/286-287/Ex, P T/20-21/Ex	

	ADVANCED COMPOSITION	BUILDING ENGLISH SKILLS	COMPOSING WITH PARAGRAPHS	COMPOSING WITH SENTENCES	COMPOSING WITH STYLE	GUIDE TO MODERN ENGLISH
E. (continued)	S/74/P No. 1, 2 (suggestions) S/74/P No. 3, 4 (suggestions) S/79-90/Ex S/90/P No. 1-3 (suggestions)					
F. Use words with levels of meaning to suit the task.			S/244-246/Ex, P S/251-252/Ex, P	S/268-271/Ex, P	S/262-264/Ex, P S/277-281/P, En	S/64/Ex S/67-69/P Ex. 2, 4, and 5
G. Use appropriate point of view.	S/62/P No. 1, 2, 3 (suggestions) S/74-78/Ex S/79/P No. 3-4 (suggestions) S/393-401/Ex S/401/P No. 1-5 (suggestions) S/402-428/Ex S/428/P No. 1-4 (suggestions)					

	ADVANCED COMPOSITION	BUILDING ENGLISH SKILLS	COMPOSING WITH PARAGRAPHS	COMPOSING WITH SENTENCES	COMPOSING WITH STYLE	GUIDE TO MODERN ENGLISH
UNIT IV – WRITE TO CONVINCE OTHERS						
A. Write or complete a position statement.	S/246-249/Ex S/249/P No. 1-4 S/250-260/Ex S/260/P No. 1-4 (suggestions			S/279-280/P	S/175-178/Ex, P	S/19-20/Ex
B. List specific choices from the data gathered which support the position statement.			S/123-126/Ex, P S/126-128/Ex, P S/129/P S/184-185/P		S/164-173/Ex, P S/179-187/Ex, P T/47-48/Ex	S/21/Ex S/70-74/Ex, P Ex. 7, 8, 9
C. Organize data into at least three major divisions.			S/262-265/Ex, P T/57-60/Ex		S/186-188/Ex, P	S/22-25/Ex, P Ex. 11 and 12
D. Select and use persuasive devices appropriate to a specific audience.	S/157-158/P No. 1, 3 (suggestions) S/158-168/Ex S/168/P No. 1-4 (suggestions) S/261-269/Ex S/269-270/P No. 1-5 (suggestions)		S/38-39/Ex, P S-40-46/Ex, P S/47-49/Ex, P S/49-54/Ex, P S/54-56/P S/112-121/Ex, P	S/82-91/Ex, P S/92/Ex, P S/260-265/Ex T/25/Ex T/36/Ex T/47/Ex	T/49-50/Ex T/51-52/Ex T/54-55/Ex T/18-20/Ex	S/65-67/Ex S/68/P Ex. 3 S/69/P Ex. 6 S/75-78/Ex, P Ex. 10-12

	ADVANCED COMPOSITION	BUILDING ENGLISH SKILLS	COMPOSING WITH PARAGRAPHS	COMPOSING WITH SENTENCES	COMPOSING WITH STYLE	GUIDE TO MODERN ENGLISH
D. (continued)	S/270-284/Ex S/285/P No. 1-4		T/21-22/Ex T/22-25/Ex T/34-36/Ex T/52-53/Ex			S/78-79/Ex, P Ex. 13 S/81-94/Ex, P Ex. 1, 2, 3, 4 S/94-99/Ex, P Ex. 5-7 S/257-261/Ex, P Ex. 7 and 8 S/276/Ex S/460-461/Ex S/522-523/Ex

CODINGS FOR GRADES 11-12 CHOSEN UNITS

	ADVANCED COMPOSITION	BUILDING ENGLISH SKILLS	COMPOSING WITH PARAGRAPHS	COMPOSING WITH SENTENCES	COMPOSING WITH STYLE	GUIDE TO MODERN ENGLISH
UNIT I – WRITE TO INVENT IMAGES						
A. Use phrases or sentences to convey a mental picture.	S/10-17/Ex S/18/P No. 1 (suggestions) S/18/P No. 3, 4 (suggestions) S/18/Ex 1-5 (questions) S/63-73/Ex S/73-74/Ex No. 1-4 (q. on tech.) S/74/P No. 1, 2 (suggestions) S/74/P No. 3, 4 (suggestions) S/79-90/Ex S/90/P No. 1-3 (suggestions)		S/250-251/		S/231-236/Ex, P S/238-241/P S/286-287/Ex, P T/20-21/Ex	S/220-232/Ex, P S/243-262/Ex, P T/160-163/P T/168-177/P
B. Create a unity of impression.	S/10-17/Ex S/18/P No. 1 (suggestions) S/18/P No. 3, 4 (suggestions)		S/100/Ex, P S/250-251/ S/268/Ex, P		S/231-236/Ex, P S/238-241/P S/286-287/Ex, P T/20-21/Ex	S/220-232/Ex, P S/243-262/Ex, P T/160-163/P T/168-177/P

	ADVANCED COMPOSITION	BUILDING ENGLISH SKILLS	COMPOSING WITH PARAGRAPHS	COMPOSING WITH SENTENCES	COMPOSING WITH STYLE	GUIDE TO MODERN ENGLISH
B. (continued)	S/18/Ex 1-5 (questions)				T/21-23/En	
	S/62/P No. 1, 2, 3 (suggestions)					
	S/73-74/Ex No. 1-4 (q. on tech.)					
	S/74/P No. 1, 2 (suggestions)					
	S/74/P No. 3, 4 (suggestions)					
	S/74-78/Ex					
	S/79/P No. 3-4 (suggestions)					
	S/79-90/Ex					
	S/90/P No. 1-3 (suggestions)					
	S/393-401/Ex					
	S/401/P No. 1-5 (suggestions)					
	S/402-428/Ex					
	S/428/P No. 1-4 (suggestions)					

	ADVANCED COMPOSITION	BUILDING ENGLISH SKILLS	COMPOSING WITH PARAGRAPHS	COMPOSING WITH SENTENCES	COMPOSING WITH STYLE	GUIDE TO MODERN ENGLISH
C. Use varied language.	S/10-17/Ex S/18/P No. 1 (suggestions) S/18/P No. 3, 4 (suggestions) S/18/Ex 1-5 (questions) S/63-73/Ex S/73-74/Ex No. 1-4 (q. on tech.) S/74/P No. 1, 2 (suggestions) S/74/P No. 3, 4 (suggestions) S/79-90/Ex S/90/P No. 1-3 (suggestions)		S/250-251/		S/231-236/Ex, P S/238-241/P S/286-287/Ex, P T/20-21/Ex	S/220-232/Ex, P S/243-262/Ex, P S/314-316/Ex, P T/160-163/P T/168-177/P
D. Use figurative as well as literal language.	S/10-17/Ex S/18/P No. 1 (suggestions) S/18/P No. 3, 4 (suggestions) S/18/Ex 1-5 (questions)		S/250-251/		S/231-236/Ex, P S/238-241/P S/286-287/Ex, P T/20-21/Ex	S/29/Ex S/220-232/Ex, P S/243/262/Ex, P T/160-163/P T/168-177/P

	ADVANCED COMPOSITION	BUILDING ENGLISH SKILLS	COMPOSING WITH PARAGRAPHS	COMPOSING WITH SENTENCES	COMPOSING WITH STYLE	GUIDE TO MODERN ENGLISH
D. (continued)	S/63-73/Ex					
	S/73-74/Ex No. 1-4 (q. on tech.)					
	S/74/P No. 1, 2 (suggestions)					
	S/74/P No. 3, 4 (suggestions)					
	S/79-90/Ex					
	S/90/P No. 1-3 (suggestions)					
UNIT II – WRITE TO USE LITERARY DEVICES TO CREATE ARTISTIC EFFECT						
A. Use an appropriate form.						
1. Poetry	S/107-127/Ex		T/27-31/En			
	S/127-128/P No. 1-6 (suggestions)					
	S/378-388/P					
	S/388/P No. 1-6 (suggestions					
	S/429-438/Ex					
	S/438/P No. 1-4					

	ADVANCED COMPOSITION	BUILDING ENGLISH SKILLS	COMPOSING WITH PARAGRAPHS	COMPOSING WITH SENTENCES	COMPOSING WITH STYLE	GUIDE TO MODERN ENGLISH
Poetry (continued)	S/452-462/Ex S/463/P No. 1-4					
2. Prose	S/10-17/Ex S/18/P 1-4 S/19-31/Ex S/32/Ex 1-4 (questions) S/32-33/P No. 1-5 (suggestions) S/33-41/Ex S/42/P 1-4 (suggestions) S/43-50/Ex S/51/P No. 1-6 (suggestions) S/51/P No. 3-5 (suggestions) S/63-74/Ex S/74/P No. 1-4 (suggestions) S/74-78/Ex S/78/P No. 1-4 (suggestions)	S/151-155/Ex Persuasive paragraph S/156-157/P Exercise--Writing persuasive composition	T/27-31/En			S/121-141/Ex, P S/391-392/Ex S/456-457/Ex

	ADVANCED COMPOSITION	BUILDING ENGLISH SKILLS	COMPOSING WITH PARAGRAPHS	COMPOSING WITH SENTENCES	COMPOSING WITH STYLE	GUIDE TO MODERN ENGLISH
Prose (continued)	S/79-90/Ex					
	S/90/P No. 1-3 (suggestions)					
	S/90-107/Ex					
	S/107/P No. 1-3 (suggestions)					
	S/107-127/Ex					
	S/127-128/P No. 1-6 (suggestions)					
	S/146-157/Ex					
	S/169-179/Ex					
	S/179-180/P No. 1-4 (suggestions)					
	S/246-249/Ex					
	S/249/P No. 1-4					
	S/250-260/Ex					
	S/260/P No. 1-4 (suggestions)					
	S/261-269/Ex					

	ADVANCED COMPOSITION	BUILDING ENGLISH SKILLS	COMPOSING WITH PARAGRAPHS	COMPOSING WITH SENTENCES	COMPOSING WITH STYLE	GUIDE TO MODERN ENGLISH
Prose (continued)	S/269-270/P No. 1-5 (suggestions)					
	S/270-284/Ex					
	S/285/P No. 1-4					
	S/343-350/Ex					
	S/350/P No. 1-4 (suggestions)					
	S/378-388/Ex					
	S/388/P No. 1-6 (suggestions)					
	S/429-438/Ex					
	S/438/P No. 1-4					
	S/452-462/Ex					
	S/463/P No. 1-4					
	S/467-472/Ex					
	S/473-482/Ex					
	S/475-522/Ex					
	S/483-494/Ex					

	ADVANCED COMPOSITION	BUILDING ENGLISH SKILLS	COMPOSING WITH PARAGRAPHS	COMPOSING WITH SENTENCES	COMPOSING WITH STYLE	GUIDE TO MODERN ENGLISH
B. Use consistent levels of language appropriate to form.						S/216-217/Ex, P Ex. 19
C. Select a purpose and appropriate literary devices.	S/10-17/Ex S/18/P No. 1 (suggestions) S/18/P No. 3, 4 (suggestions) S/18/Ex 1-5 (questions) S/19-31/Ex S/33-41/Ex S/42/Ex 1-6 (questions) S/42/P 1-4 (suggestions) S/52-61/Ex S/62/Ex No. 1-3 (questions) S/63-73/Ex S/73-74/Ex No. 1-4 (q. on tech.) S/74/P No. 1, 2 (suggestions)		S/38-39/Ex, P S/40-46/Ex, P S/47-49/Ex, P S/49-54/Ex, P S/54-56/P S/112-121/Ex, P S/235-239/Ex, P S/244-246/Ex, P S/250-251/ S/251-252/Ex, P S/266-270/P S/272-278/Ex, P T/21-22/Ex T/22-25/Ex T/34-36/Ex T/52-53/Ex	S/82-91/Ex, P S/92/Ex, P S/260-265/Ex S/268-271/Ex, P S/279-280/P T/25/Ex T/36/Ex T/47/Ex	S/175-178/Ex, P S/216-223/Ex, P S/224-228/Ex, P S/228-230/Ex, P S/231-236/Ex, P S/238-241/P S/262-264/Ex, P S/277-281/P, En [illegible]/286-287/Ex, P T/18-20/Ex T/20-21/Ex T/49-50/Ex T/51-52/Ex T/54-55/Ex	S/19-20/Ex S/64/Ex S/65-67/Ex S/67-69/P Ex. 2, 4, and 5 S/68/P Ex. 3 S/69/P Ex. 6 S/75-78/Ex, P Ex. 10-12 S/78-79/Ex, P Ex. 13 S/81-94/Ex, P Ex. 1, 2, 3, 4 S/94-99/Ex, P Ex. 5-7 S/216-217/Ex, P Ex. 19 S/257-261/Ex, P Ex. 7 and 8

	ADVANCED COMPOSITION	BUILDING ENGLISH SKILLS	COMPOSING WITH PARAGRAPHS	COMPOSING WITH SENTENCES	COMPOSING WITH STYLE	GUIDE TO MODERN ENGLISH
C. (continued)	S/74/P No. 3, 4 (suggestions) S/79-90/Ex S/90/P No. 1-3 (suggestions) S/157-158/P No. 1-3 (suggestions) S/158-168/Ex S/168/P No. 1-4 (suggestions) S/246-249/Ex S/249/P No. 1-4 S/250-260/Ex S/260/P No. 1-4 (suggestions) S/261-269/Ex S/269-270/P No. 1-5 (suggestions) S/270-284/Ex S/285/P No. 1-4 S/358-365/Ex					S/276/Ex S/460-461/Ex S/522-523/Ex

	ADVANCED COMPOSITION	BUILDING ENGLISH SKILLS	COMPOSING WITH PARAGRAPHS	COMPOSING WITH SENTENCES	COMPOSING WITH STYLE	GUIDE TO MODERN ENGLISH
C. (continued)	S/366/P No. 1-6 S/366-377/Ex S/377/P No. 1-5 (suggestions) S/438-449/Ex S/449-450/P No. 1-3 (suggestions)					

CODINGS FOR GRADES 11 AND 12 EXPERIENCES GRID

	ADVANCED COMPOSITION	BUILDING ENGLISH SKILLS	COMPOSING WITH PARAGRAPHS	COMPOSING WITH SENTENCES	COMPOSING WITH STYLE	GUIDE TO MODERN ENGLISH
LITERARY FORMS						
Prose						
1. Sentence						S/219-257/Ex, P Ex. 1-11; Ex. 1-6
6. Report	S/186-197/Ex S/197/P No. 1-3 (suggestions) S/198-214/Ex S/214/P No. 1-5 (suggestions) S/215-228/Ex S/229/P No. 1-4 S/229-243/Ex					

	ADVANCED COMPOSITION	BUILDING ENGLISH SKILLS	COMPOSING WITH PARAGRAPHS	COMPOSING WITH SENTENCES	COMPOSING WITH STYLE	GUIDE TO MODERN ENGLISH
6. (continued)	S/243-244/P No. 1-5 (suggestions)					
10. Autobiography	S/378-388/Ex S/388/P No. 1-6 (suggestions)					
11. Description	S/63-74/Ex S/74/P No. 1-4 (suggestions) S/74-78/Ex S/78/P No. 1-4 (suggestions) S/79-90/Ex S/90/P No. 1-3 (suggestions) S/90-107/Ex S/107/P No. 1-3 (suggestions) S/107-127/Ex S/127-128/P No. 1-6 (suggestions) S/343-350/Ex					

	ADVANCED COMPOSITION	BUILDING ENGLISH SKILLS	COMPOSING WITH PARAGRAPHS	COMPOSING WITH SENTENCES	COMPOSING WITH STYLE	GUIDE TO MODERN ENGLISH
11. (continued)	S/350/P No. 1-4 (suggestions) S/467-472/Ex					
12. Narrative	S/10-17/Ex S/18/P 1-4 S/19-31/Ex S/32/Ex 1-4 (questions) S/32-33/P No. 1-5 (suggestions) S/33-41/Ex S/42/P 1-4 (suggestions) S/475-522/Ex					
16. Character Sketch	S/429-438/Ex S/438/P 1-4					
17. Research Paper (including bibliography and footnotes)						S/121-141/Ex, P S/391-392/Ex S/456-457/Ex
18. Expository Essay	S/51/P No. 3-5 (suggestions)					

	ADVANCED COMPOSITION	BUILDING ENGLISH SKILLS	COMPOSING WITH PARAGRAPHS	COMPOSING WITH SENTENCES	COMPOSING WITH STYLE	GUIDE TO MODERN ENGLISH
18. (continued)	S/51/P No. 1-6 (suggestions) S/146-157/Ex S/158/P No. 2, 4 S/169-179/Ex S/179-180/P No. 1-4 (suggestions) S/473-482/Ex S/483-494/Ex					
20. Persuasive Essay	S/43-50/Ex S/246-249/Ex S/249/P No. 1-4 S/250-260/Ex S/260/P No. 1-4 (suggestions) S/261-269/Ex S/269-270/P No. 1-5 (suggestions) S/270-284/Ex S/285/P No. 1-4	S/151-155/Ex Persuasive Paragraph S/156-157/P Exercise--Writing Persuasive Composition			T/47-50/Ex	S/19-25/Ex, P Ex. 11 and 12

	ADVANCED COMPOSITION	BUILDING ENGLISH SKILLS	COMPOSING WITH PARAGRAPHS	COMPOSING WITH SENTENCES	COMPOSING WITH STYLE	GUIDE TO MODERN ENGLISH
Poetry						
9. Parody					S/277-281/P, En	
COMPRESSED WRITING						
4. Paraphrase						S/101-109/ex, P Ex. 1-4 S/109-119/Ex, P Ex. 5, 6, 7, 8
REFERENCE MATERIALS						
2. Core literature or classroom textbook	S/135-138/Ex					
3. Dictionary	S/132-133/Ex S/138-144/Ex S/144/P No. 1-5					

CODINGS FOR GRADES 11 AND 12 WRITING MECHANICS GRID

Section A

	ADVANCED COMPOSITION	BUILDING ENGLISH SKILLS	COMPOSING WITH PARAGRAPHS	COMPOSING WITH SENTENCES	COMPOSING WITH STYLE	GUIDE TO MODERN ENGLISH
PARAGRAPHS						
7. Logical organization (time, space)					T/25/Ex	
12. Multi-paragraph writing (introduction, body, conclusion)		S/74-77/Ex Persuasive Paragraph S/76-77/P Ex. A, B Writing Persuasive Paragraphs			S/52-55/En	
13. Deductive development						S/87-94/Ex, P Ex. 4
APPROPRIATE USAGE (STANDARD, NON-STANDARD)						S/216-217/Ex, P Ex. 19

9-155

CODINGS FOR GRADES 11 AND 12 EXPECTED UNITS

Section B

	INDIVIDUALIZED LANGUAGE ARTS	LIVELY ART OF WRITING	PRACTICAL STYLIST	S.C.O.R.E.	WRITING: UNIT LESSONS IN COMPOSITION	WRITING LAB PACKETS
UNIT I – WRITE TO GIVE CRITICAL REASONS A. Write critically.	T/36-44/Ex Expansion by Paragraphing T/45-48/Ex Framed Paragraph T/49-52/Ex Outlining T/101-106/Ex Sentence Reduction T/190-195/Ex Embedding	S/93-107/Ex, P, En No. 1-3	S/1-7/Ex, P Thesis-Ch. I S/8-15/Ex, P Ch. II–Structure S/85-120/Ex List Resources used in Bibliography S/86-87/Ex Finding a Thesis	S/D-9/P Formulate Thesis Statement	S/30-33/P Practice 1-4 S/33/P Problem 1-2 S/39-41/P Practice 1-3	S/859/Ex, P Use transition to link ideas in 2 or more paragraphs S/969-986/ Write critical essays /990-996/Ex, P Write research paper
UNIT II – WRITE TO GIVE DIRECTIONS A. Use the appropriate method of development for giving directions.			S/64-70/Ex, P Correcting Wordy Sentences S/73-74/Ex Abstract and Concrete			

S-157

	INDIVIDUALIZED LANGUAGE ARTS	LIVELY ART OF WRITING	PRACTICAL STYLIST	S.C.O.R.E.	WRITING: UNIT LESSONS IN COMPOSITION	WRITING LAB PACKETS
B. Write to give complete directions for a specified audience.						S/601/Ex, P Vary word choice relative to audience
C. Write words, phrases, or sentences which will permit the reader to follow the directions with ease.	T/101-106/Ex Sentence Reduction T/107-172/Ex Slotting T/190-195/Ex Embedding					S/613/Ex, P Use concrete nouns S/637-649/ Avoid jargon, cliches, pompous language, over-use of modifiers, deadwood
D. Write a business letter in correct form (e.g., application letter).						S/911-913/Ex, P Write business letters of request
UNIT III – WRITE TO GIVE FORM TO EXPERIENCE AND TO IMAGINATIVE CONTENT						
A. Write in an appropriate form for the purpose.						S/942/Ex, P Write personal narrative essay S/955/Ex, P Write a short story S/957-961/Ex, P Write poetry S/962/Ex, P Write one-act play S/964-967/Ex, P Writing journalism

	INDIVIDUALIZED LANGUAGE ARTS	LIVELY ART OF WRITING	PRACTICAL STYLIST	S.C.O.R.E.	WRITING: UNIT LESSONS IN COMPOSITION	WRITING LAB PACKETS
B. Develop and create an element of surprise.					S/18/P Practice 3	
C. Use a personally unique perspective for a piece of writing.				S/C-5/P Lit. Devices Understand Speaker in Satire II	S/68-72/P Practice 1-5 Problem 1-2	
D. Use appropriate rhythmic devices.	T/95-100/Ex Expansion by Duplication T/177-180/Ex Inverted Sentence T/190-195/Ex Embedding	S/120-126/Ex S/126-132/Ex	S/52-56/Ex Parallel Construction S/56-59/Ex, P The Long and Short of It		S/2-3/Ex S/4/P Practice 1-2 S/4-5/P Practice 4-5 S/7-9/P Practice 1-3 S/10/P Problem 1-2 S/20-23/P Practice 1-4 S/23/P Problem 1-2 S/91-95/P Practice 1-5 Problem 1-2	S/605-607/Ex, P Use sound of words for emphasis
E. Show in writing the experience; do not tell it.	T/33-35/Ex Sentence Synthesis		S/74-77/Ex Metaphor S/83/P Ex. 6-7		S/5-6/P Problem 1-2 S/11-12/P Practice 1-2	S/611/Ex, P Use language that shows—not tells

	INDIVIDUALIZED LANGUAGE ARTS	LIVELY ART OF WRITING	PRACTICAL STYLIST	S.C.O.R.E.	WRITING: UNIT LESSONS IN COMPOSITION	WRITING LAB PACKETS
E. (continued)	T/36-44/Ex Expansion by paragraphing T/49-52/Ex Outlining T/91-94/Ex Expansion by modification T/95-100/Ex Expansion by modification T/95-100/Ex Expansion by duplication T/107-172/Ex Slotting T/173-176/Ex Movability				S/12-13/P Practice 3-5 S/14/P Problem 1-2 S/15-17/P Practice 1-2 S/18-19/P Problem 1-2 S/24-26/P Practice 1-2 S/26-28/P Practice 3-4 S/28-29/P Problem 1 S/34-36/P Practice 1-2 S/36-37/P Practice 3-5 S/37-38/P Problem 1-2 S/64-67/P Practice 1-4 Problem 1-2 S/73-76/P Practice 1-4 Problem 1-2	S/619/Ex, P Use vivid modifiers S/623/Ex, P Use sensory impressions S/625/Ex, P Use figures of speech S/627/Ex, P Use simile and metaphor S/629/Ex, P Use personification S/931/Ex, P Write script for slide—tape presentations S/954/Ex, P Create an appropriate setting for a plot or idea

	INDIVIDUALIZED LANGUAGE ARTS	LIVELY ART OF WRITING	PRACTICAL STYLIST	S.C.O.R.E.	WRITING: UNIT LESSONS IN COMPOSITION	WRITING LAB PACKETS
E. (continued)	T/190-195/Ex Embedding T/210-214/Ex Exclamatory Sentence T/210-215/Ex Exclamatory Sentence				S/77-80/P Practice 1-4 Problem 1-2	
F. Use words with levels of meaning to suit the task.		S/187-192/Ex, P	S/77-78/Ex Allusion S/83/P Ex. 8	T/C-12/Ex Using Irony and Satire effectively	S/81-85/P Practice 1-4 Problem 1-2	S/603/Ex, P Select words with awareness of connotation and denotation S/631/Ex, P Use allusions S/633/Ex, P Use irony in writing
G. Use appropriate point of view.					S/86-90/P Practice 1-4 Problem 1-2	S/661/Ex, P Select point of view appropriate
UNIT IV – WRITE TO CONVINCE OTHERS						
A. Write or complete a position statement.		S/11-15/Ex S/15-25/ No. 6 S/24/P No. 4 and 5				

	INDIVIDUALIZED LANGUAGE ARTS	LIVELY ART OF WRITING	PRACTICAL STYLIST	S.C.O.R.E.	WRITING: UNIT LESSONS IN COMPOSITION	WRITING LAB PACKETS
B. List specific choices from the data gathered which support the position statement.		S/24/P No. 2 S/24/P No. 3 S/25/P No. 1-4	S/37-43/Ex, P Ch. 5 - Evidence		S/60-63/P Practice 1-4 Problem 1-2	
C. Organize data into at least three major divisions.		S/38-45/Ex, P No. 1 and 2				S/825/Ex, P Write paragraphs using reasons for support S/847, Ex, P Develop paragraphs with cause and effect pattern S/943-945/Ex, P Write a persuasive essay
D. Select and use persuasive devices appropriate to a specific audience.				S/F-7/ Use of repetition for emphasis T/C-4/Ex Literary Devices Understand Speaker in Satire I T/G-1/P Distinguish between induction and deduction T/G-5/Ex Recognize and avoid fallacies in writing		S/863-879/Ex, P Thinking skills section

CODINGS FOR GRADES 11-12 CHOSEN UNITS

Section B

	INDIVIDUALIZED LANGUAGE ARTS	LIVELY ART OF WRITING	PRACTICAL STYLIST	S.C.O.R.E.	WRITING: UNIT LESSONS IN COMPOSITION	WRITING LAB PACKETS
UNIT I – WRITE TO INVENT IMAGES						
A. Use phrases or sentences to convey a mental picture.	T/33-35/Ex Sentence Synthesis T/36-44/Ex Expansion by paragraphing T/49-52/Ex Outlining T/91-94/Ex Expansion by modification T/95-100/Ex Expansion by modification T/95-100/Ex Expansion by duplication T/107-172/Ex Slotting T/172-176/Ex Movability T/190-195/Ex Embedding T/210-214/Ex Exclamatory sentence		S/74-77/Ex Metaphor S/83/P Ex. 6-7		S/5-6/P Problem 1-2 S/11-12/P Practice 1-2 S/12-13/P Practice 3-5 S/14/P Problem 1-2 S/15-17/P Practice 1-2 S/18-19/P Problem 1-2 S/24-26/P Practice 1-2 S/26-28/P Practice 3-4 S/28-29/P Problem 1 S/34-36/P Practice 1-2 S/36-37/P Practice 3-5 S/37-38/P Problem 1-2	S/611/Ex, P Use language that shows—not tells S/619/Ex, P Use vivid modifiers S/623/Ex, P Use sensory impressions S/625/Ex, P Use figures of speech S/627/Ex, P Use simile and metaphor S/629/Ex, P Use personification S/931/Ex, P Write script for slide—tape presentations S/954/Ex, P Create an appropriate setting for a plot or idea

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	INDIVIDUALIZED LANGUAGE ARTS	LIVELY ART OF WRITING	PRACTICAL STYLIST	S.C.O.R.E.	WRITING: UNIT LESSONS IN COMPOSITION	WRITING LAB PACKETS
A. (continued)	T/210-215/Ex Exclamatory Sentence				S/64-67/P Practice 1-4 Problem 1-2 S/73-76/P Practice 1-4 Problem 1-2 S/77-80/P Practice 1-4 Problem 1-2	
B. Create a unity of impression.	T/33-35/Ex Sentence Synthesis T/36-44/Ex Expansion by paragraphing T/49-52/Ex Outlining T/91-94/Ex Expansion by modification T/95-100/Ex Expansion by modification T/95-100/Ex Expansion by duplication		S/74-77/Ex Metaphor S/83/P Ex. 6-7		S/5-6/P Problem 1-2 S/11-12/P Practice 1-2 S/12-13/P Practice 3-5 S/14/P Problem 1-2 S/15-17/P Practice 1-2 S/18-19/P Problem 1-2 S/24-26/P Practice 1-2 S/26-28/P Practice 3-4	S/611/Ex, P Use language that shows—not tells S/619/Ex, P Use vivid modifiers S/623/Ex, P Use sensory impressions S/625/Ex, P Use figures of speech S/627/Ex, P Use simile and metaphor S/629/Ex, P Use personification

	INDIVIDUALIZED LANGUAGE ARTS	LIVELY ART OF WRITING	PRACTICAL STYLIST	S.C.O.R.E.	WRITING: UNIT LESSONS IN COMPOSITION	WRITING LAB PACKETS
B. (continued)	T/107-172/Ex Slotting T/172-176/Ex Movability T/190-195/Ex Embedding T/210-214/Ex Exclamatory Sentence T/210-215/Ex Exclamatory Sentence				S/28-29/P Problem 1 S/34-36/P Practice 1-2 S/36-37/P Practice 3-5 S/37-38/P Problem 1-2 S/64-67/P Practice 1-4 Problem 1-2 S/73-76/P Practice 1-4 Problem 1-2 S/73-76/P Practice 1-4 Problem 1-2 S/77-80/P Practice 1-4 Problem 1-2 S/86-90/P Practice 1-4 Problem 1-2	S/661/Ex, P Select point of view appropriate S/931/Ex, P Write script for slide-tape presentations S/954/Ex, P Create an appropriate setting for a plot or idea
C. Use varied language.	T/33-35/Ex Sentence Synthesis T/36-44/Ex Expansion by paragraphing		S/74-77/Ex Metaphor S/83/P Ex. 6-7		S/5-6/P Problem 1-2 S/11-12/P Practice 1-2	S/611/Ex, P Use language that shows—not tells S/619/Ex, P Use vivid modifiers

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	INDIVIDUALIZED LANGUAGE ARTS	LIVELY ART OF WRITING	PRACTICAL STYLIST	S.C.O.R.E.	WRITING: UNIT LESSONS IN COMPOSITION	WRITING LAB PACKETS
C. (continued)	T/49-52/Ex Outlining T/91-94/Ex Expansion by modification T/95-100/Ex Expansion by modification T/95-100/Ex Expansion by duplication T/107-172/Ex Slotting T/172-176/Ex Movability T/190-195/Ex Embedding T/210-214/Ex Exclamatory sentence T/210-215/Ex Exclamatory sentence				S/12-13/P Practice 3-5 S/14/P Problem 1-2 S/15-17/P Practice 1-2 S/18-19/P Problem 1-2 S/24-26/P Practice 1-2 S/26-28/P Practice 3-4 S/28-29/P Problem 1 S/34-36/P Practice 1-2 S/36-37/P Practice 3-5 S/37-38/P Problem 1-2 S/64-67/P Practice 1-4 Problem 1-2 S/73-76/P Practice 1-4 Problem 1-2	S/623/Ex, P Use sensory impressions S/625/Ex, P Use figures of speech S/627/Ex, P Use simile and metaphor S/629/Ex, P Use personification S/931/Ex, P Write script for slide-tape presentations S/954/Ex, P Create an appropriate setting for a plot or idea

	INDIVIDUALIZED LANGUAGE ARTS	LIVELY ART OF WRITING	PRACTICAL STYLIST	S.C.O.R.E.	WRITING: UNIT LESSONS IN COMPOSITION	WRITING LAB PACKETS
C. (continued)					S/77-80/P Practice 1-4 Problem 1-2	
D. Use figurative as well as literal language	T/33-35/Ex Sentence Synthesis T/36-44/Ex Expansion by paragraphing T/49-52/Ex Outlining T/91-94/Ex Expansion by modification T/95-100/Ex Expansion by modification T/95-100/Ex Expansion by duplication T/107-172/Ex Slotting T/172-176/Ex Movability T/190-195/Ex Embedding		S/74-77/Ex Metaphor S/83/P Ex. 6-7		S/5-6/P Problem 1-2 S/11-12/P Practice 1-2 S/12-13/P Practice 3-5 S/14/P Problem 1-2 S/15-17/P Practice 1-2 S/18-19/P Problem 1-2 S/24-26/P Practice 1-2 S/26-28/P Practice 3-4 S/28-29/P Problem 1 S/34-36/P Practice 1-2	S/611/Ex, P Use language that shows—not tells S/619/Ex, P Use vivid modifiers S/623/Ex, P Use sensory impressions S/625/Ex, P Use figures of speech S/627/Ex, P Use simile and metaphor S/629/Ex, P Use personification S/931/Ex, P Write script for slide-tape presentations S/954/Ex, P Create an appropriate setting for a plot or idea

	INDIVIDUALIZED LANGUAGE ARTS	LIVELY ART OF WRITING	PRACTICAL STYLIST	S.C.O.R.E.	WRITING: UNIT LESSONS IN COMPOSITION	WRITING LAB PACKETS
D. (continued)	T/210-214/Ex Exclamatory Sentence T/210-215/Ex Exclamatory Sentence				S/36-37/P Practice 3-5 S/37-38/P Problem 1-2 S/64-67/P Practice 1-4 Problem 1-2 S/73-76/P Practice 1-4 Problem 1-2 S/77-80/P Practice 1-4 Problem 1-2	
UNIT II – WRITE TO USE LITERARY DEVICES TO CREATE ARTISTIC EFFECT A. Use an appropriate form. 1. Poetry						S/942/Ex, P Write personal narrative essay S/955/Ex, P Write a short story S/957-961/Ex, P Write poetry

	INDIVIDUALIZED LANGUAGE ARTS	LIVELY ART OF WRITING	PRACTICAL STYLIST	S.C.O.R.E.	WRITING: UNIT LESSONS IN COMPOSITION	WRITING LAB PACKETS
A. Poetry (continued)						S/962/Ex, P Write one-act play S/964-967/Ex, P Writing journalism
Prose		S/193-211/Ex	S/85-120/Ex Ch. 9 Research		S/15-18/P Practice 1-3 S/18-19/P Problem 1-2 S/34-36/P Practice 1-5 S/37-38/P Problem 1-2	S/942/Ex, P Write personal narrative essay S/955/Ex, P Write a short story S/957-961/Ex, P Write poetry S/962/Ex, P Write one-act play S/964-967/Ex, P Writing journalism
B. Use consistent levels of language appropriate for form.	T/101-106/Ex Sentence reduction T/107-113/Ex Slotting (Basic Sentence) T/114-120/ Slotting (Noun Phrase) T/121/Ex Slotting (Verb Phrases)		S/136/P Ex. 1 (agreement) S/136/P Ex. 2 (faulty pronouns)			

	INDIVIDUALIZED LANGUAGE ARTS	LIVELY ART OF WRITING	PRACTICAL STYLIST	S.C.O.R.E.	WRITING: UNIT LESSONS IN COMPOSITION	WRITING LAB PACKETS
B. (continued)	T/160-172/Ex Slotting (Verbal Phrase) T/181-184/Ex Passive voice T/185-189/Ex Expletive sentence					
C. Select a purpose and and appropriate literary devices.	T/33-35/Ex Sentence synthesis T/36-44/Ex Expansion by paragraphing T/49-52/Ex Outlining T/91-94/Ex Expansion by modification T/95-100/Ex Expansion by modification T/95-100/Ex Expansion by duplication T/101-106/Ex Sentence reduction	S/11-15/Ex S/15-25/ No. 6 S/24/P No. 4 and 5 S/120-126/Ex S/126-132/Ex S/187-192/Ex, P	S/52-56/Ex Parallel Construction S/56-59/Ex, P The long and short of it S/74-77/Ex Metaphor S/77-78/Ex Allusion S/83/P Ex. 6-7 S/83/P Ex. 8 S/136/P Ex. 1 (agreement) S/136/P Ex. 2 (faulty pronouns)	S/C-5/P Lit. devices understand speaker in Satire II S/F-7/ Use of repetition for emphasis T/C-4/Ex Literary devices understand speaker in Satire I T/G-1/P Distinguish between induction and deduction T/G-5/Ex Recognize and avoid fallocies in writing	S/2-3/Ex S/4/P Practice 1-2 S/4-5/P Practice 4-5 S/5-6/P Problem 1-2 S/7-9/P Practice 1-3 S/10/P Problem 1-2 S/11-12/P Practice 1-2 S/12-13/P Practice 3-5 S/14/P Problem 1-2 S/15-17/P Practice 1-2	S/603/Ex, P Select words with awareness of connotation and denotation S/605-607/Ex, P Use sound of words for emphasis S/611/Ex, P Use language that shows—not tells S/619/Ex, P Use vivid modifiers S/623/Ex, P Use sensory impressions S/625/Ex, P Use figures of speech S/627/Ex, P Use simile and metaphor

	INDIVIDUALIZED LANGUAGE ARTS	LIVELY ART OF WRITING	PRACTICAL STYLIST	S.C.O.R.E.	WRITING: UNIT LESSONS IN COMPOSITION	WRITING LAB PACKETS
C. (continued)	T/107-113/Ex Slotting (Basic Sentence) T/107-172/Ex Slotting T/114-120/ Slotting (Noun Phrase) T/121/Ex Slotting (Verb Phrases) T/160-172/Ex Slotting (Verbal Phrases) T/173-176/Ex Movability T/177-180/Ex Inverted sentence T/181-184/Ex Passive voice T/185-189/Ex Expletive sentence T/190-195/Ex Embedding T/210-214/Ex Exclamatory Sentence				S/18-19/P Problem 1-2 S/20-23/P Practice 1-4 S/23/P Problem 1-2 S/24-26/P Practice 1-2 S/26-28/P Practice 3-4 S/28-29/P Problem 1 S/34-36/P Practice 1-2 S/36-37/P Practice 3-5 S/37-38/P Problem 1-2 S/64-67/P Practice 1-4 Problem 1-2 S/68-72/P Practice 1-5 Problem 1-2 S/73-76/P Practice 1-4 Problem 1-2	S/629/Ex, P Use personification S/631/Ex, P Use allusions S/633/Ex, P Use irony in writing S/863-879/Ex, P Thinking skills section S/931/Ex, P Write script for slide-tape presentation S/945/Ex, P Create an appropriate setting for a plot or idea

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	INDIVIDUALIZED LANGUAGE ARTS	LIVELY ART OF WRITING	PRACTICAL STYLIST	S.C.O.R.E.	WRITING: UNIT LESSONS IN COMPOSITION	WRITING LAB PACKETS
C. (continued)	T/210-215/Ex, Exclamatory sentence				S/77-80/P Practice 1-4 Problem 1-2 S/81-85/P Practice 1-4 Problem 1-2 S/91-95/P Practice 1-5 Problem 1-2	

CODINGS FOR GRADES 11 AND 12 EXPERIENCES GRID

Section B

	INDIVIDUALIZED LANGUAGE ARTS	LIVELY ART OF WRITING	PRACTICAL STYLIST	S.C.O.R.E.	WRITING: UNIT LESSONS IN COMPOSITION	WRITING LAB PACKETS
LITERARY FORMS						
Prose						
11. Description					S/15-18/P Practice 1-3 S/18-19/P Problem 1-2	
16. Character Sketch					S/34-36/P Practice 1-5 S/37-38/P Problem 1-2	
17. Research Paper (including bibliography and footnotes)		S/193-211/Ex	S/85-120/Ex Ch. 9 Research			
Poetry						
8. Couplet				S/B-24/Ex Write Couplets		
REFERENCE MATERIALS						
3. Dictionary			S/82/P Exercise 1			
4. Media materials (fs, tapes) non-print			S/121/P Exercises 1-5			

CODINGS FOR GRADES 11 AND 12 WRITING MECHANICS GRID

Section B

	INDIVIDUALIZED LANGUAGE ARTS	LIVELY ART OF WRITING	PRACTICAL STYLIST	S.C.O.R.E.	WRITING: UNIT LESSONS IN COMPOSITION	WRITING LAB PACKETS
AGREEMENT						
General	T/101-106/Ex Sentence Reduction T/107-113/Ex Slotting (Basic Sentence) T/114-120/Ex Slotting (Noun Phrase) T/150-155/Ex Slotting (Prepositional Phrase) T/196-205/Ex Interrogative sentence					
2. Agreement	T/101-106/Ex Sentence reduction T/107-113/Ex Slotting (Basic Sentence) T/114-120/ Slotting (Noun Phrase) T/121/Ex Slotting (Verb Phrases) T/160-172/Ex Slotting (Verbal Phrase)		S/136/P Ex. 1 (agreement) S/136/P Ex. 2 (faulty pronouns)			

	INDIVIDUALIZED LANGUAGE ARTS	LIVELY ART OF WRITING	PRACTICAL STYLIST	S.C.O.R.E.	WRITING: UNIT LESSONS IN COMPOSITION	WRITING LAB PACKETS
2. (continued)	T/185-189/Ex Expletive sentence					
3. Antecedent			S/136/P Ex. 3 (Straighten out adjectives and adverbs)			
PARAGRAPHS						
3. Definition: a paragraph is an idea unit	T/36-44/Ex Expansion by paragraphing T/45-48/Ex Framed paragraph T/49-52/Ex Outlining T/101-106/Ex Sentence reduction T/173-176/Ex Movability		S/16-23/Ex Ch. 3 Paragraph		S/47-50/P Practice 1-3 Problem 1-2	
4. Topic sentence					S/43-45/P Practice 1-2	
5. Sentences related to the topic sentence	T/36-44/Ex Expansion by paragraphing T/45-48/Ex Framed paragraph T/49-52/Ex Outlining				S/39-41/P Practice 1 and 2	

	INDIVIDUALIZED LANGUAGE ARTS	LIVELY ART OF WRITING	PRACTICAL STYLIST	S.C.O.R.E.	WRITING: UNIT LESSONS IN COMPOSITION	WRITING LAB PACKETS
5. (continued)	T/101-106/Ex Sentence reduction T/173-176/Ex Movability					
6. Simple transitions within paragraph	T/36-44/Ex Expansion by paragraphing T/45-48/Ex Framed Paragraph T/49-52/Ex Outlining T/173-176/Ex Movability					
7. Logical organization (time, space)					S/56-59/P Practice 1-3 Problem 1-2	
8. Topic sentence in variety of locations	T/36-44/Ex Expansion by Paragraphing T/45-48/Ex Framed paragraph T/49-52/Ex Outlining T/101-106/Ex Sentence reduction					

	INDIVIDUALIZED LANGUAGE ARTS	LIVELY ART OF WRITING	PRACTICAL STYLIST	S.C.O.R.E.	WRITING: UNIT LESSONS IN COMPOSITION	WRITING LAB PACKETS
8. (continued)	T/173-176/Ex Movability					
9. Development through details			S/28-36/Ex, P Ch. 4 – Desc. Narr. Process		S/45-46/P Practice 3-4 Problem 1-2	
10. Development through example					S/41-42/P Practice 3 Problem 1-2	
12. Multi-paragraph writing (introduction, body, conclusion)	T/36-44/Ex Expansion by paragraphing T/45-48/Ex Framed paragraph T/49-52/Ex Outlining T/173-176/Ex Movability		S/24-27/Ex, P The Whole Essay			
PARTS OF SPEECH						
2. Auxiliary Verbs	T/121/Ex Slotting (Verb Phrase) T/143-149/Ex Slotting (clause) T/161-172/ Slotting (Verbal Phrase) T/206-209/Ex Imperative sentence					

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	INDIVIDUALIZED LANGUAGE ARTS	LIVELY ART OF WRITING	PRACTICAL STYLIST	S.C.O.R.E.	WRITING: UNIT LESSONS IN COMPOSITION	WRITING LAB PACKETS
11. Verb voice (active and passive)	T/181-184/Ex Passive voice		S/62/Ex Shun the Pass. Voice			S/659/Ex, P Use active and passive voice appropriately
SENTENCES: KINDS						
General	T/33-34/Ex Sentence synthesis T/107-113/Ex Slotting (basic sentence) T/143-149/Ex Slotting (clauses) T/190-195/Ex Embedding T/196-205/Ex Interrogative sentence T/206-209/Ex Imperative sentence T/210-215/Ex Exclamatory sentence					
1. Simple sentences			S/45/Ex The Simple Sentence		S/4/P Practice 1 and 2	

	INDIVIDUALIZED LANGUAGE ARTS	LIVELY ART OF WRITING	PRACTICAL STYLIST	S.C.O.R.E.	WRITING: UNIT LESSONS IN COMPOSITION	WRITING LAB PACKETS
2. Compound sentences			S/45-47/Ex, P Compound/Complex Sentence			
3. Complex sentences			S/47-52/Ex Compound and Complex Sentences			

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GRADES 11 AND 12 Activities

UNIT I: WRITE TO GIVE CRITICAL REASONS

Activity 1: Have the students read several critical analysis essays by professionals. Then have the students formulate a thesis statement and support it with evidence from the reading. (A good source of critical essays is *Twentieth Century Views.*)

Pre-writing:

1. Acquaint students with critical analysis essays and how to find them in the Media Center.
2. If the teacher wishes, student models may also be included.

Possible Grid Items	
Comp. Writ.	4 6 10
Ref. Mat.	4 6 10
L.F.-Prose	14 17
Par.	12
Punc.	14 11

Activity 2: See pages 14-16, "Argumentative Exposition," *Illinois English Bulletin, A Thousand Topics for Composition: Revised,* for ideas for writing developed by reasons. Check characteristics under objective A.

Pre-writing:

1. Difference between opinion and fact and inference and implication should be delineated.
2. Spend some time narrowing topics and developing thesis statements. Look at the difference between effective and ineffective thesis statements.
3. Have students read an editorial (preferably extremely opinionated) and discuss the type and quality of support for the writer's thesis. Discuss ways to support better the thesis and persuade the readers.

Possible Grid Items	
Par.	12
Sent.-Parts	
Punc.	
Usage	
Neatness	

Activity 3: Assign each student a topic relating to the literature being studied before beginning to read. Expect the student to gather quotations from the literature as evidence to be used later in support of the topic. Check the progress of the students as you continue the reading.

Pre-writing:

1. Use a class session for students to learn proper citation of quoted material.
2. Discuss with students the meaning of a critical paper and the appropriate plan to follow.

Possible Grid Items	
Comp. Writ.	3
Ref. Mat.	2 8
Par.	12 4 5
Punc.	11 14
Sent. - Parts	

UNIT I: WRITE TO GIVE CRITICAL REASONS (continued)

3. Suggestion: the teacher might choose a topic along with the students and gather evidence at the same time.

Activity 4: See pages 131-132, "The Movie Review as a First Step in Research," in *Writing Exercises from Exercise Exchange,* ed. by Littleton Long (on Teacher Resources list).

Pre-writing:

1. Students could read professional reviews and discuss format (as opposed to other forms), purpose, and method.
2. Review footnotes and bibliography stressing avoidance of plagiarism.
3. Review use of reference materials in order to find film reviews in periodicals.

Possible Grid Items	
Usage	
Agreement	
L.F.-Prose	6 14 17
Ref. Mat.	4 6 10 8
Comp. Writ.	4 6 10
Punc.	11 14
Cap.	11 14
Sent. Parts	
Usage	1
Agreement	1
Par.	12 13

UNIT II: WRITE TO GIVE DIRECTIONS

Possible Grid Items

Activity 1: Have students write any business letter to elicit a response (e.g., application letter, inquiry, complaint), according to characteristics under objective D.

Pre-writing:

1. Examine model letters brought in by the teacher.
2. Examine letters brought in by students for their good and bad qualities.
3. Review parts of a business letter.

Corr.	2
Punc.	2
	10
Usage	
Agreement	
Neatness	
Cap.	10
	8

Activity 2: See pages 110-111, "Picture to Word to Picture," in *Writing Exercises from Exercise Exchange*, ed. by Littleton Long (on Teacher Resources list). Check characteristics under objectives A., B., C.

Pre-writing: See page 110, "Preparation for the Exercise," under "Picture to Word to Picture" in *Writing Exercises from Exercise Exchange*, ed. by Littleton Long (on Teacher Resources list).

Comp. Writ.	9
Handwrit.	2
Par.	12
Punc.	
Spell	
Neatness	
Usage	
Agreement	

Activity 3: See pages 12-13, "Processes," in *Illinois English Bulletin, A Thousand Topics for Composition: Revised*, for topics in writing to give directions. (See Teacher Resources list.)

Pre-writing:

1. Students could outline a simple process as a group activity.
2. Discuss methods of development within the paragraph and essay. Take one idea and show how it can be developed, chronologically, spatially, and in cause and effect.
3. Teacher could provide examples in which directions are too lengthy and unclear and have the students unravel directions and rewrite to make a clear statement.

Comp. Writ.	9
Handwrit.	2
Par.	12
Punc.	
Spell	
Neatness	
Usage	
Agreement	

UNIT III: WRITE TO GIVE FORM TO EXPERIENCE AND TO IMAGINATIVE CONTENT

Activity 1: Have students write a satire in any form they choose. Students may model the style of a professional satirist,such as Swift or Thurber or Pope.

Pre-writing:

1. Define satire, sarcasm, irony, parody, and caricature through contemporary examples, such as Art Buchwald, Erma Bombeck, various cartoons, "Saturday Night Live," and Monty Python.

2. As a class group, write parodied versions of television commercials.

3. For modeling purposes students could work with the framed paragraph. See *Individualized Language Arts Handbook,* pages 45-48 (see Teacher Resources list).

Possible Grid Items	
Ref. Mat.	4
Par.	12
Punc.	14
Usage	1

Activity 2: Given a short story beginning and several plot, character, and mood elements to synthesize, the students can write a short story. See pages 138-139, "Getting a Short Story Underway (1)" in *Writing Exercises from Exercise Exchange,* ed. by Littleton Long (on Teacher Resources list).

Pre-writing:

1. Students could work as a class or in smaller groups on a story which the teacher provides in basic outline, i.e., plot and characters. See pages 140-142, "Getting the Short Story Underway (II)" in *Writing Exercises from Exercise Exchange.*

2. Review elements of short story.

3. Review descriptive language. See also pages 145-48, "Rejuvenating Description," in *Writing Exercises from Exercise Exchange.*

Possible Grid Items	
L.F. - Prose	15 8 11 16
Ref. Mat.	9 3
Usage	1
Punc.	5
Cap.	14

UNIT III: WRITE TO GIVE FORM TO EXPERIENCE AND TO IMAGINATIVE CONTENT (continued)

Activity 3: Have students identify figures of speech, allusions, etc., in a literary work being read, and have students create some of their own. (Check characteristics under objectives E. and F.).

Pre-writing:

1. Show examples and effect of figures of speech. Discuss what makes description lifeless and what creates fresh, innovative ideas.
2. Acquaint students with any poetry handbook, and thesaurus, through exercises.

Possible Grid Items	
Ref. Mat.	2 3 9 4
L.F.-Prose	11

GRADES 11 AND 12 Activities

UNIT IV: WRITE TO CONVINCE OTHERS

Activity 1: Students could write a formal letter to the editor of the school or local newspaper dealing with a school or individual concern.

Pre-writing:

1. Look at models, particularly for 1) how they attract the audience's attention, 2) support of opinion, 3) logical development.
2. Examine letters to the editor. Have students determine the thesis of the letter and decide what methods of support the writer has used to support his thesis, i.e., reasons, facts, examples, emotions.

Possible Grid Items	
Correspon.	2
Ref. Mat.	6
L.F.-Prose	20
Neatness	
Usage	
Cap.	8
	10
Par.	12
	7
	13
Punc.	2

Activity 2: Have students choose a topic in which they can ally themselves on one side or another. (See page 14, "Persuasive Exposition," in *Illinois English Bulletin, A Thousand Topics for Composition: Revised,* for possible topics. See Teacher Resources list.) Students write to express and defend their opinions, in essay form, to one of the audiences selected in pre-writing activity. See Pre-writing No. 1.

Pre-writing:

1. List several audiences possible for a particular argument. Decide upon an approach which would be effective for each type of audience.
2. Review characteristics 1, 2, 3, 4, under objective D.
3. Discuss making a commitment to local and national controversial topics.

Possible Grid Items	
Par.	4
	5
	7
	12
	13
	9
	10
	11
L.F. - Prose	20
Comp. Writ.	2
Ref. Mat.	6
	10

Activity 3: Give students a selection of pictures of people from varied socio-economic levels, sexes, and ages. At the same time give the students a list of products (e.g., insurance, health foods, automobile). The student should write an advertisement for one product aimed at one of the "types" of people. (Check characteristics under objectives A, B, D.)

Pre-writing:

1. Discuss "assumptions" which must be made.
2. As a class, discuss a specific commercial or advertisement and analyze it for rhetorical, emotional, and reasoning devices used.

Possible Grid Items	
L.F.-Prose	13
Ref. Mat.	4
	6

CHOSEN UNIT I: WRITE TO INVENT IMAGES

Activity 1: Have students write a descriptive paragraph using the outlining technique from *Individualized Language Arts Handbook,* pages 64-71 (see Teacher Resources list).

Pre-writing:

1. Have students look at model of descriptive paragraph and, using *Individualized Language Arts* outlining techniques, analyze for order and specific details. See *Individualized Language Arts Handbook,* pages 61, 71.

2. From several re-styled versions of professional fiction and non-fiction, students choose the most effective. See pages 59-62 in *Writing Exercises from Exercise Exchange,* ed. by Littleton Long (on Teacher Resources list).

3. See framed paragraph technique in *Individualized Language Arts Handbook,* pages 44-48.

Possible Grid Items	
Comp. Writ.	9
L.F.-Prose	11
Par.	3 4 5 6 7 8 9 10 11
Sent. Parts	2 5 6 7 8

Activity 2: Give students a poem that is familiar to them which the teacher has slotted. The students should first complete the poem with synonyms and then with antonyms.

Pre-writing:

1. Discuss the unslotted poem in terms of meaning and structure.

2. Discuss mood, tone, unity of impression, and mental pictures achieved through word choice.

3. As a group, work with several slotted sentences; for example, see page 39 of *Writing Exercises from Exercise Exchange,* ed. by Littleton Long; and *Individualized Language Arts Handbook* (see Teacher Resources list).

L.F.-Prose	1 11
Ref. Mat.	9 3
Sent. Parts	2

Activity 3: This is a continuation of Activity 3 in Unit III, Grades 11 and 12. Have the students write a poem based on the figures of speech discovered in the assigned literary work.

Pre-writing:

1. As a group, or individually, have students use a single idea and express it several ways using various figures of speech, including characteristics listed under objective D.

L.F.-Prose	11
L.F.-Poetry	2
Ref. Mat.	2

CHOSEN UNIT I: WRITE TO INVENT IMAGES (continued)

2. Have students find figures of speech in a class literary text. Have them write figures of speech of their own (1 of each kind).

CHOSEN UNIT: WRITE TO USE LITERARY DEVICES TO CREATE AN ARTISTIC EFFECT

Activity 1: Have students write a paragraph about a simple object or idea expressing one mood, such as freedom and lightness. Ask them to re-write the paragraph to achieve another mood, such as horror, about the same object or idea. Students can exchange paragraphs or use their own and rewrite to effect other moods, such as joy, fear, anger, jealousy, uncertainty, etc.

Pre-writing:

1. Students, as a class, can listen to interpretive readings of poems and short stories (Poe's "Tell-Tale Heart," for example), and discuss the mood achieved and how it is achieved.
2. Discuss the use of particular literary devices to create purposefully artistic effects.
3. See "Slotting Techniques" in *Individualized Language Arts Handbook,* pages 114-172.

Possible Grid Items	
L.F.-Prose	11 16
Usage	1 2

Activity 2: Have students write a formal business letter, a letter to "Aunt Phoebe in Boston," a letter to Mom, and a note to a best friend.

Pre-writing:

1. Provide models of formal, informal, non-standard language, and dialects from literature, magazines, newspapers, and letters. Read and discuss them as a class.
2. Discuss levels of language and appropriateness for purpose and audience.
3. Use pages 37-40, "Synonomy and Tone," in *Writing Exercises from Exercise Exchange,* ed. by Littleton Long (see Teacher Resources list), as a class activity, particularly part B.

Possible Grid Items	
Corr.	1 2
Ref. Mat.	2 4 6 9
Usage	1 2
Neatness	1 2
Cap.	8 10
Handwriting	2
Punc.	2 3

CHOSEN UNIT II: WRITE TO USE LITERARY DEVICES TO CREATE AN ARTISTIC EFFECT (continued)

Activity 3: For several days students will write various short exercises that stress the idea of appropriateness of language, the purpose, and the audience. Possibilities are as follows: to rewrite ads, transforming emotional and rhetorical language into informative language; to write two paragraphs, one in slang, the other in formal English; to write one organized paragraph, one disorganized paragraph; to write two paragraphs which express the same idea but written in different jargons and/or kinds of technical language (for example, sports or of the jazz musician). See "Affective vs. Informative Diction," pages 35-36 in *Writing Exercises from Exercise Exchange*, ed. by Littleton Long (see Teacher Resources list).

Possible Grid Items	
L.F.-Prose	20 13
Ref. Mat.	4 6

Pre-writing:

1. Read "The Language of Affective Communication" and "Giving Things Names" in S. I. Hayakawa's *Language in Thought and Action.*

2. Discuss propoganda and read models provided by the instructor.

3. Observe and discuss the language of advertising and political speeches in material brought in by students. Analyze the intention of the writers, discussing the images and symbols used, observing the purpose of the writer, and the audience.

Activity 4: Have students use Individualized Language Arts techniques of Expansion by Modification, Sentence Reduction, and Expansion by Duplication in order to achieve a particular artistic effect. See *Individualized Language Arts Handbook*, pages 91-94, 95-100, 101-106 (see Teacher Resources list).

Possible Grid Items	
Sent. Parts	2
Usage	1 2

Pre-writing:

1. Discuss the use of literary devices to achieve artistic effect.

2. Use two or more poems to compare and contrast artistic effect achieved by use of literary devices.

3. Use two or more prose models (fiction and non-fiction) and compare and contrast artistic effect achieved by use of literary devices.

CHOSEN UNIT II: WRITE TO USE LITERARY DEVICES TO CREATE AN ARTISTIC EFFECT (continued)

Activity 5: Have students choose something which they have written previously, and revise and expand it by use of rhetorical and literary devices in Characteristic C. 2.

Pre-writing:

1. Review literary devices.

2. Students could divide into groups and, using copies of newspapers, each group could look for use of certain literary devices and levels of language assigned to that group. See Characteristics under objective B., and C. 2.

3. For analysis of tone and style, use activity suggested in *Writing Exercises from Exercise Exchange* ed. by Littleton Long (see Teacher Resources list) called "Close Analysis in Style," pages 63-69.

Possible Grid Items	
Usage	1 2
Sent. Parts	2
L.F.-Prose	11
Ref. Mat.	6
Ref. Mat.	2

Helping Students Take Standardized Tests

The tests senior high students will take which relate most directly to language study are: the *Otis-Lennon Mental Ability Test,* Advanced Level, Form "J" (10th grade—October); the *Preliminary Scholastic Aptitude Test* (11th grade—in the fall); the *Scholastic Aptitude Test* and *American College Test* (12th grade—both offered three or four times a year in Lincoln, the first date usually in October); and the *National Merit Scholarship Tests* (12th grade—March).* The following are some sampes of activities teachers might do to prepare students to take the tests without distracting anziety over question formats, vocabulary, or concepts. Freedom from anxiety will enable students to demonstrate their composition and language knowledge and skill more accurately than otherwise.

*Some students may also take the *College Board English Composition Achievement Test* and the *College Board Literature Test,* required by about one-third of American colleges.

TEACHER RESOURCE:

Formats, Concepts, and Vocabulary Found in Standardized Tests

I. National Merit

A. Drill on English usage

Ex: *He likes to swim and playing tennis.*
  A. NO CHANGE
  B. and to play tennis.
  C. likes swimming and tennis
  D. to swim and tennis.

B. Give practice in noticing misspellings amid proper spellings.

Ex: Which of the following is *misspelled?*
  A. prophesied
  B. soliliquy
  C. hemorrhage
  D. supersede

C. Work with synonyms.

Ex: Which word most nearly *means the same* as the *italicized* word.
  1. The general *capitulated*
    A. attacked
    B. retreated
    C. surrendered
    D. escaped

D. Work with arranging ideas in logical order.

Ex: 1. The employee has little control over any of them.
  2. The cost of the training period and its effectiveness will depend upon the degree to which these conditions are properly controlled by the employer.
  3. The conditions under which the employee must learn will materially affect the length of the training period.
  4. These conditions can be controlled by the employer.
    A. 1 - 2 - 4 - 3
    B. 4 - 2 - 1 - 3
    C. 3 - 4 - 2 - 1
    D. 2 - 4 - 3 - 1
    E. 1 - 4 - 3 - 2

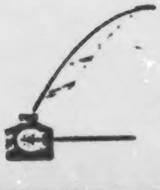
II. Otis-Lennon Mental Ability Test

A. Drill on word analogies

Ex: January is to February as -
  a. month is to year.
  b. calendar is to season
  c. cold is to mild
  d. June is to summer
  e. two is to three.

B. Familiarize students with the syllogism.

Ex: Some *guvs* are *vops*
Some *pibs* are *guvs.*
All *pibs* are *lars.*
Therefore
  a. All *pibs* are *vops.*
  b. No *guvs* are *lars.*
  c. All *lars* are *vops.*
  d. Some *lars* are *guvs.*
  e. All *guvs* that are not *vops* are *pibs.*



III. **American College Test**

A. Drill on decisions about English usage.

Ex: Although the people cannot
22
learn all that they are anxious to
23
find out through legitimate
23
channels, they pick up "news"
23
wherever they can, and gossip
24
travels.
24

23. A. NO CHANGE
B. through legitimate channels in all that they are anxious to find out
C. what they are anxious to know through legitimate channels
D. through legitimate channels all that they are anxious to know

A B C D

B. Give experience with questions that have a *best* answer, not an absolute answer.

C. Give lots of practice in spelling homonyms.

IV. **Scholastic Aptitude Test and Preliminary Scholastic Aptitude Test**

A. Work with analogies.

Ex: Valley is to Gorge as Mountain is to
(A) rock; (B) cliff; (C) pinnacle; (D) high; (E) altitude
The analogy may appear in the following form: Glove : Ball : : (A) hook : fish (B) winter : weather (C) game : pennant (D) stadium : seats

B. Drill on antonyms.

C. Work with sentence completion.

Ex: The ________ prowess of the pugilist ________ fear into his opponent.
(A) redoubtable - instilled; (B) supernatural - propelled; (C) probing - prevented; (D) pedagogic - conducted.

D. Drill on errors in usage, grammar, diction, and punctuation. (See SAMPLE TESTS.) Choose the error.

Ex: 3. Being that my car is getting its annual tune-up, I will not be able to pick her up tonight.
(A) Being that (B) its (C) I will not be (D) to pick her up
No error
(E)

A B C D E

E. Drill on errors in usage, grammar, diction, and punctuation. (See SAMPLE TESTS.) Choose the one which you believe is correct.

Ex: *Although I calculate that he will be here* very soon, I cannot wait much longer for him to arrive.
(A) Although I calculate that he will be here
(B) Although I reckon that he will be here
(C) Because I calculate that he will be here
(D) Although I am confident that he will be here
(E) Because I assume that he will be here

A B C D E

F. Drill on errors in capitalization, punctuation, grammar, usage, or diction. Select the incorrect sentence.

Ex: (A) Did you see the cover of the *Saturday Evening Post*?
(B) The quotation is from the *Bible.*
(C) Hamlet is the main character in *Hamlet.*
(D) "Then, said Susan, "the teacher yelled, 'Sit down!'"
(E) Mr. Jackson began by saying that "The German people are too industrious."

V. College Board English Composition Test

A. Drill on usage problems in composition, identifying problems, and the reasons for the problems.

Ex: 5. The property immediately adjacent to our house and next to it is not worth very much money and has almost no financial value.

5. A. Faulty diction
B. Wordy
C. Cliches
D. Faulty grammar or sentence structure
E. None of these errors

B. Drill on rephrasing one part of a sentence in a way that will necessitate changes in the rest of the sentence.

Ex: 10. Literature, like all the other arts, is to a very large degree a mode of imitation.
Begin with *Literature and all the other arts*
(A) has to be; (B) have to be; (C) has always been; (D) are (E) is

VI. College Board Literature Test

Some questions may ask the student to identify elements of style—such as rhythm, rhyme, and metaphor—and to relate these elements to the meaning, mood, or structure of the passage, to explain allusions, or to recognize the connotation of certain words and phrases.

Ex: 13. Which of the following progressions is NOT observable in this passage?
(A) Harmony to disharmony
(B) Distance to immediacy
(C) Slow rhythm to accelerated rhythm
(D) Quiet to noise
(E) General to specific

Note: Coded and teacher resource books that have units helping to prepare students for the above exams are as follows:

Composing with Paragraphs, Pastva, p. 271, "Analogies."

English Grammar and Composition, Fifth Course, Warriner, pp. 593-619 and *Teacher's Guide,* pp. 148-105.

PSAB, Many English departments and most counselor's offices have available:

Brownstein and Weiner, *Barron's How to Prepare for College Entrance Examinations, Eighth Edition,* Woodbury, N.Y., Barron's Educational Series, Inc., 1975.

Brownstein and Weiner, Barron's *How to Prepare for College Entrance Examinations SAT, Pocket Edition,* Woodbury, N.Y., Barron's Education Series, Inc., 1977.

Jerome Shostak, *How to Prepare for College Board Achievement Tests, English, Third Revised Edition,* Woodbury, N.Y., Barron's Educational Series, Inc., 1977.

Nadel and Sherrer, *Barron's How to Prepare for The Advanced Placement Examination in English,* Woodbury, N.Y., Barron's Educational Series, Inc., 1974.

Brownstein and Weiner, *Barron's How to Prepare for the PSAT-NMSQT, Fourth Revised Edition,* Woodbury, N.Y., Barron's Educational Series, Inc., 1976.

Weiner, *Barron's Verbal Aptitude Workbook for College Entrance Examinations (SAT), Third Edition Revised,* Woodbury, N.Y., Barron's Educational Series, Inc., 1975.

Gruber, *American College Testing Program for College Entrance,* N.Y., N.Y., Monarch Press, 1975.

PRACTICE WORKSHEET I: ANALOGIES

(For Use - Grade 12)
Scholastic Aptitude Test
and
Preliminary Scholastic Aptitude Test

In the following questions, a related pair of words or phrases is followed by five lettered pairs of words or phrases. Choose the letter of the pair that best expresses a relationship similar to that of the original pair.

1. ballet : dance : : (A) opera : sing; (B) opera : stage; (C) opera : swim; (D) opera : solo; (E) opera : aria

A B C D E

2. haughty : arrogant : : (A) joyful : morose; (B) proud : supercilious; (C) humble : merciless; (D) pride : humility; (E) sympathetic : love

A B C D E

3. grain : silo : : (A) English : American; (B) bucket : water; (C) fish : pond; (D) swimmer : pool; (E) seed : plant

A B C D E

4. tense : relaxed : : (A) morose : friendly; (B) ire : wrath; (C) despairing : optimistic; (D) black : gray; (E) basement : attic

A B C D E

5. fingers : hand : : (A) branches : tree; (B) five : one; (C) legs : trunk; (D) mouse : mice; (E) leaves : trunk

A B C D E

6. louse : lice : : (A) anasthesia : anasthetic; (B) monkey : monkies; (C) data : datas; (D) die : dice; (E) datum : dates

A B C D E

7. landlord : tenant : : (A) serf : lord; (B) judge : jury; (C) capital : labor; (D) master : servant; (E) king : vassal

A B C D E

8. gourmand : viands : : (A) gourmet : vittles; (B) miser : gold; (C) connoisseur : painting; (D) critic : artist

A B C D E

9. malefactor : notoriety : : (A) leader : conspicuous; (B) philanthropist : altruist; (C) alias : criminal; (D) renowned : benefactor; (E) celebrity : fame

A B C D E

10. architect : blueprint : : (A) novelist : plot; (B) dramatist : acts; (C) painter : canvas; (D) composer : notes; (E) magician : legerdemain

A B C D E

For Use - Grade 12

IV. D. SAMPLE TEST: GRAMMAR AND USAGE

In each of the following sentences, there are four underlined words or phrases. If there is an error in punctuation, grammar, diction, or usage in the underlined part, mark its letter on the answer sheet. If each of the underlined parts is correct, mark (E) on the answer sheet.

1. The pilot with his two co-pilots (A) have complete control (B) of the situation; I look forward (C) to a very uneventful (D) trip. No error (E)
   A B C D E

2. She found (A) the atmosphere of New York City very stimulating, and (B) decided to move (C) to New York as soon as (D) possible. No error (E)
   A B C D E

3. Although (A) I am playing (B) tennis for more than (C) three years, I cannot (D) manage to beat my father. No error (E)
   A B C D E

4. The dice (A) which (B) he threw (C) was (D) not a seven. No error. (E)
   A B C D E

5. Had he started (A) eating earlier, (B) he would be finished (C) now and not be (D) the cause of this delay. No error (E)
   A B C D E

6. Sitting (A) in the high chair, (B) the father fed the baby (C) very messily. (D) No error (E)
   A B C D E

7. The teacher reminded (A) his students that the only information to be given (B) on the card was each (C) individual's name, grade, and what his telephone number was. (D) No error (E)
   A B C D E

8. This medal, (A) I can assure you, (B) will be given to whoever (C) performs best in today's (D) game. No error (E)
   A B C D E

9. The teacher sent (A) the student to the principals (B) office, which (C) surprised us because (D) she usually handled her own discipline problems. No error. (E)
   A B C D E

10. We have spent all together (A) too much (B) time on this matter; we have exceeded (C) our time limit (D) and can expect no extension. No error. (E)
    A B C D E

PRACTICE WORKSHEET II: GRAMMAR

Scholastic Aptitude Test
and
Preliminary Scholastic Aptitude Test

In each of the following groups of sentences, one of the five is incorrect in punctuation, capitalization, grammar, usage, or diction. Select the faulty sentence.

1. (A) Did you see the cover of the *Ladies' Home Journal*?
   (B) The story is not from the *Bible*
   (C) Mrs. Jackson began by saying that "The German people are too industrious."
   (D) Hamlet is the main character in *Hamlet*.
   (E) "Then, reported Ellen, "the teacher yelled, 'Sit down!'"

A B C D E

2. (A) The family were all together at Christmas
   (B) The child's parents reported that he was alright again after his long illness.
   (C) However much you respect him, you should make the decision objectively.
   (D) The other team was already on the field when our team finally arrived.
   (E) It is altogether too expensive a dress to stay in the back of the closet.

A B C D E

3. (A) The president and vice-president were both absent on Monday.
   (B) We appreciate him running that errand for us.
   (C) He has drunk too much liquor.
   (D) The king's family fled, but they were retaken.
   (E) The convict protested his innocence, yet he continued to plan a new robbery.

A B C D E

4. (A) I would have liked to go with you.
   (B) I would like to have gone with you.
   (C) We expected to arrive before midnight.
   (D) We expect to arrive before midnight.
   (E) I expected to have seen him before I left.

A B C D E

5. (A) She is not the one which he saw.
   (B) Americans pay lower taxes than Europeans.
   (C) I myself say it is so.
   (D) Each one will wait until he is invited.
   (E) Eleanor asked me to keep this pact between us.

A B C D E

6. (A) Write five 2's.
   (B) The N.E.A. meeting will be held next Mon.
   (C) A few minutes peace is all I ask.
   (D) The heel of my boot is wearing out.
   (E) You'll get nothing of our's, let me tell you.

A B C D E

7. (A) You are not nearly so tall as I.
   (B) I have no doubts that that contestant will win.
   (C) These dresses are equally good.
   (D) I wish I had have come a week sooner.
   (E) All together there were twenty couples at the party.

A B C D E

8. (A) He chose to try out a better model, but in spite of his efforts it failed.
(B) The early bird had arisen before the worm.
(C) The lawyer with his colleagues were engaged in consultation.
(D) She has proved herself to be responsible.
(E) My planning was all in vain.

A B C D E

9. (A) Is this his or ours?
(B) Is this hers or theirs?
(C) Having been called upon, Jim took the floor.
(D) Randy invites Terri; Gary, Sharon; and Al, Joyce.
(E) Stamp collecting, or philately as it is sometimes called can definitely be an expensive pastime.

A B C D E

10. (A) Punish whoever disobeys the law.
(B) She said that her chosen wedding colors were green and white.
(C) We were through before they began.
(D) The tornado blew the roof off the house.
(E) She had not drank all her tea before the lunch hour was over.

A B C D E

PRACTICE WORKSHEET III: GRAMMAR AND USAGE

Scholastic Aptitude Test
and
Preliminary Scholastic Aptitude Test

In each of the following sentences there is an underlined portion which may be correct or have an error in capitalization, punctuation, style, diction, or grammar. From the five possible answers, select the one which you believe is correct.

1. The children were told to wash the dishes, prepare dinner, take out the garbage, and that they should be in bed by 9 p.m.
   - (A) to wash the dishes, prepare dinner, take out the garbage, and that they should be in bed by 9 p.m.
   - (B) to wash the dishes, prepare dinner, take the garbage out, and they should be in bed by 9 p.m.
   - (C) to wash the dishes, prepare dinner, take out the garbage, and be in bed by 9 p.m.
   - (D) to wash the dishes, preparing dinner, taking out the garbage and going to bed by 9 p.m.
   - (E) to wash the dishes, prepare dinner, dispose of the garbage, and that they should be in bed in 9 p.m.

A B C D E

2. We want the doctor to be him who has the best rapport with the patients and the staff.
   - (A) We want the doctor to be him
   - (B) We want the doctor to be he
   - (C) We want him to be the doctor
   - (D) We desire that the doctor be him
   - (E) We anticipate that the doctor will be him

A B C D E

3. Who wrote, "To err is human; to forgive, divine?"
   - (A) wrote, "To err is human; to forgive, divine?"
   - (B) wrote that "To err is human; to forgive, divine?"
   - (C) wrote, "To err is human; to forgive, divine?"
   - (D) wrote: "To err is human; to forgive, divine?"
   - (E) wrote, "To err is human, to forgive divine"?

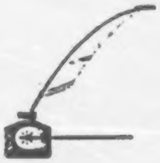
A B C D E

4. If she were to be given the medal, I for one would be disturbed.
   - (A) If she were to be given the medal
   - (B) If she was to be given the medal
   - (C) If she is given the medal
   - (D) If she is the recipient of the metal
   - (E) In the event that she is given the medal

A B C D E

5. He not only was morose but also unfriendly in nature.
   - (A) He not only was morose but also unfriendly
   - (B) He not was only morose but unfriendly also
   - (C) He not only was morose but unfriendly also
   - (D) He was not only morose but also unfriendly
   - (E) He was not only morose but unfriendly also

A B C D E



6. Mother told my father flatly that she had not and never will be agreeable to his scheme.
   - (A) she had not and never will be agreeable to his scheme.
   - (B) she had not and never would be agreeable to his scheme.
   - (C) she had not been and never will be agreeable to his scheme.
   - (D) she had not been and never would be agreeable to his scheme.
   - (E) she had not been and never would be agreeable to his scheming.

A B C D E

7. The governor's failing to keep his campaign promises will earn the distrust of the citizens of the state.
   - (A) governor's failing to keep his campaign promises
   - (B) governor failing to keep his campaign promises
   - (C) governors' failing to keep his campaign promises
   - (D) governors failing to keep his campaign promises
   - (E) governors failing to keep their campaign promises

A B C D E

8. His wife, along with his friends, insist that he see a doctor.
   - (A) wife, along with his friends, insist that he see a doctor.
   - (B) wife, along with his friends, insists that he see a doctor.
   - (C) wife along with his friends were insisting that he see a Doctor.
   - (D) wife, along with his friends have insisted that he see a Doctor.
   - (E) wife along with his friends, have insisted that he see a doctor.

A B C D E

9. Most parents like to buy these kind of toys for their small children.
   - (A) these kind of toys
   - (B) these kind of toy
   - (C) this kind of toys
   - (D) this kinds of toys
   - (E) those kind of toys

A B C D E

10. With the exception of Susan and I, everyone in the group enjoyed the trip.
    - (A) Susan and I, everyone in the group enjoyed
    - (B) Susan and me, everyone in the group enjoyed
    - (C) Susan and me everyone in the group had enjoyed
    - (D) Susan and I everyone in the group had enjoyed
    - (E) Susan and me, everyone in the group had enjoyed

A B C D E

PRACTICE WORKSHEET IV: ENGLISH USAGE
For Use - Grade 12

Examples from *National Merit Scholarship Tests* by Harry A. Tarr

Directions: In these exercises you will find errors in grammar and expression. In the column at the right, you will find suggested corrections for each inappropriate expression which has been underlined and numbered. Select the one suggestion from those at the right which, in your opinion, makes the sentence clearer and more appropriate.

17 Dorchester Road
Brookford, Maine
March 12, 1960

A. & B. Publishing Co.
1
80 Central Ave.
2
Boston, Mass.

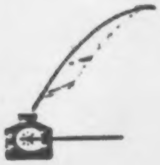
In reply to your ad in the Sunday Times, may I inform you that I am 17 years of age, a current graduate of Brookford High and was the editor of our school paper here. 3

I desire to pursue a career in journalism after graduation and my teachers 4 have complimented me on my literary work.

Your ad interested me since it holds forth a promise of a good future and I certainly 5 am interested in one 6 at my age. I can type, do the technical work in a publishing office, and also know stenography. Thanking you in advance 7 for the courtesy of an early reply, I am

Very respectfully Yours
8

Wallace Carter



1. A. NO CHANGE
   B. Co.,
   C. Company
   D. co

2. A. NO CHANGE
   B. Avnue
   C. Ave.
   D. Ave

3. A. NO CHANGE
   B. paper
   C. have been the editor
   D. paper.

4. A. NO CHANGE
   B. graduation, my teachers
   C. graduation. My teachers
   D. graduation; my teachers

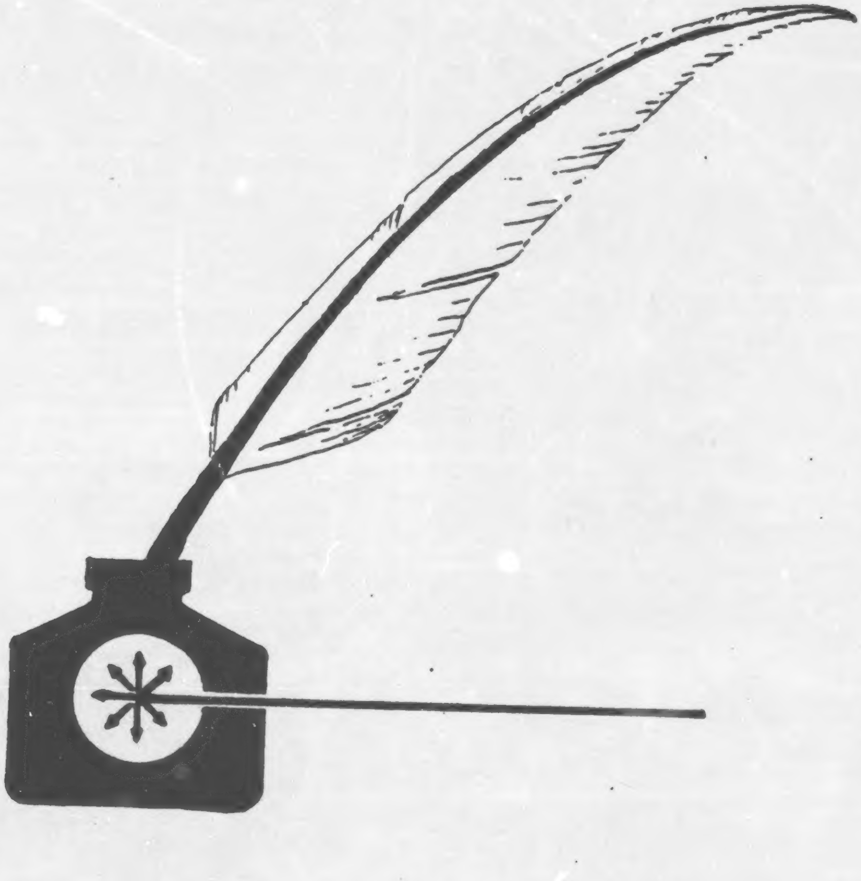
5. A. NO CHANGE
   B. future; and I
   C. future. I certainly
   D. future, And I

6. A. NO CHANGE
   B. interested; in one
   C. interested, in one
   D. interested. In one

7. A. NO CHANGE
   B. Thanks in advance
   C. I thank you in advance
   D. Thank you in advance

8. A. NO CHANGE
   B. Yours,
   C. respectfully
   D. Respectfully yours,

APPENDICES



APPENDICES

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TARGET: WRITING UNITS

The units on the next page are the organizers for composition instruction. The teacher should include in them items from the **Experiences Provided Grid** and the **Writing Mechanics Grid** that are appropriate for the instructional purpose. Only a few Writing Mechanics items should be included in any one assignment.

Units, codings to commercial resources, and suggested activities are provided to teachers for the level taught. They may be ordered from the Lincoln Public Schools Distribution Center for all levels.

KEY

I – INTRODUCE	First exposure of students to new learnings is provided either through observation of teacher modeling or their own minimal involvement. The length of time for this step varies widely according to age of students, complexity of material, or teacher preference.
F – FOCUS	Multiple interactive instructional opportunities are provided so students who are capable may achieve mastery. Focus learnings are those considered appropriate to the developmental level and needs of the majority of students. Focus for learning for successive years indicates that instruction increases in complexity as students mature.
R – REINFORCE	Frequent, planned applications of internalized learnings to new tasks are provided.
M – MAINTAIN	Ongoing application of learnings is provided although central focus of instruction may be elsewhere.

TARGET: WRITING UNITS

	K	1	2	3	4	5	6	7	8	9	10	11	12
Write to Recall an Experience (Informative)	I	F											
Write to Share Feelings, Ideas, Attitudes and Insights (Expressive)	I	F	F		F	F	F						
Write to Give Form to Imaginative Content (Expressive)	I	F	F	F			F		F	F			
Write to Invent Images (Expressive)*	I	F	F	F	F	F	F	F	F	F	F	F	F
Write to Record Accurate Information (Informative)		I	F										
Write to Convey Factual Knowledge (Informative)			I	F									
Write to Give Directions (Elicitive)			I	F	F	F		F	F		F	F	F
Write to Convince Others (Elicitive)				I		F	F		F	F		F	F
Write to Record Accurate Information for Own Use (Informative)					F			F			F		
Write to Organize and Convey Factual Knowledge (Informative)					F			F			F		
Write to Recall Detail of Fact or Event (Informative)						F	F		F	F			
Write to Make Critical Statements*								F	F	F			
Write to Give Form to Experience								F		F			
Write to Create an Effect*								F	F	F			
Write to Give Form to Personal Experience and Imaginative Content											F	F	F
Write to Use Literary Devices to Create Artistic Effect*											F	F	F
Write to Give Critical Reasons												F	F

*A "chosen" or "challenge" unit to be used to meet individual student needs, interests, or abilities.

EXPERIENCES PROVIDED FOR ALL STUDENTS

Key: X = Experiences provided when appropriate for the student and for the assignment.

FORMS OF WRITING

Various forms of writing are to be used throughout the Curriculum. This grid indicates when experience should be provided:

LITERARY FORMS	K	1	2	3	4	5	6	7	8	9	10	11	12
Prose													
1. Sentence		X	X	X	X	X	X	X	X	X	X	X	X
2. Aphorism			X	X	X	X	X	X	X	X	X	X	X
3. Book report			X	X	X	X	X	X	X	X	X	X	X
4. Diary or journal			X	X	X	X	X	X	X	X	X	X	X
5. Interview			X	X	X	X	X	X	X	X	X	X	X
6. Report			X	X	X	X	X	X	X	X	X	X	X
7. Riddles and jokes			X	X	X	X	X	X	X	X	X	X	X
8. Story (e.g., fable, tall tale, parable, hero, myth)			X	X	X	X	X	X	X	X	X	X	X
9. Scene, act, or skit (Dramatic Form)				X	X	X	X	X	X	X	X	X	X
10. Autobiography					X	X	X	X	X	X	X	X	X
11. Description					X	X	X	X	X	X	X	X	X
12. Narrative					X	X	X	X	X	X	X	X	X
13. Advertising copy						X	X	X	X	X	X	X	X
14. Book review						X	X	X	X	X	X	X	X
15. Dialogue (conversational form)							X	X	X	X	X	X	X
16. Character sketch								X	X	X	X	X	X
17. Research paper (including bibliography and footnotes)										X	X	X	X
18. Expository essay										X	X	X	X
19. Anecdote											X	X	X
20. Persuasive essay											X	X	X
Poetry:													
1. Cinquain			X	X	X	X	X	X	X	X	X	X	X
2. Free verse			X	X	X	X	X	X	X	X	X	X	X
3. Concrete				X	X	X	X	X	X	X	X	X	X
4. Quatrain				X	X	X	X	X	X	X	X	X	X
5. Haiku					X	X	X	X	X	X	X	X	X
6. Limerick					X	X	X	X	X	X	X	X	X
7. Diamante						X	X	X	X	X	X	X	X

	K	1	2	3	4	5	6	7	8	9	10	11	12
Poetry, continued													
8. Couplet											X	X	X
9. Parody											X	X	X
COMPRESSED WRITING													
1. List		X	X	X	X	X	X	X	X	X	X	X	X
2. Title:													
Main idea (suggested or stated)		X	X	X	X	X	X	X	X	X	X	X	X
Attention of audience captured					X	X	X	X	X	X	X	X	X
3. Notes or records or logs			X	X	X	X	X	X	X	X	X	X	X
4. Paraphrase						X	X	X	X	X	X	X	X
5. Personal information forms						X	X	X	X	X	X	X	X
6. Summary						X	X	X	X	X	X	X	X
7. Want ad						X	X	X	X	X	X	X	X
8. Outline (formal)								X	X	X	X	X	X
9. Essay test answer									X	X	X	X	X
10. Precis													X
CORRESPONDENCE													
1. Social letter and envelope			X	X	X	X	X	X	X	X	X	X	X
2. Business letter and envelope							X	X	X	X	X	X	X

REFERENCE MATERIALS

Students should have access to a variety of reference materials, listed below.

REFERENCE MATERIALS	K	1	2	3	4	5	6	7	8	9	10	11	12
1. Pictionary		X	X	X									
2. Core literature or classroom textbook			X	X	X	X	X	X	X	X	X	X	X
3. Dictionary			X	X	X	X	X	X	X	X	X	X	X
4. Media materials, non-print (fs, tapes)			X	X	X	X	X	X	X	X	X	X	X
5. Encyclopedia				X	X	X	X	X	X	X	X	X	X
6. Periodicals (e.g., newspapers, magazines)				X	X	X	X	X	X	X	X	X	X
7. Directories (e.g., telephone book, school and city directories)						X	X	X	X	X	X	X	X
8. Notes taken previously							X	X	X	X	X	X	X
9. Thesaurus							X	X	X	X	X	X	X
10. Reader's Guide								X	X	X	X	X	X
11. Schedules and maps								X	X	X	X	X	X

WRITING MECHANICS

Mechanics of writing, although directly taught at the intensity specified for each year, should always be integrated with *all* aspects of writing. The units, based on purpose and audience for writing, are the organizers for instruction. The choice of which mechanics are appropriate for any unit or task is the teacher's. Generally, very few mechanics should be part of any *one* assignment, depending on the age of the student.

KEY

I – INTRODUCE. First exposure of students to new learnings is provided, either through observation of teacher modeling or their own minimal involvement. Length of time for this step varies widely according to age of students, the complexity of material, or teacher preference.

F – FOCUS. Multiple interactive instructional opportunities are provided, so students who are capable may achieve mastery. Focus learnings are those considered appropriate to the developmental level and needs of the majority of students. Focus for learning for successive years indicates that instruction increases in complexity as students mature.

R – REINFORCE. Frequent, planned applications of internalized learnings to new tasks are provided.

M – MAINTAIN. Ongoing application of learnings is provided, although central focus of instruction may be elsewhere.

TM – Modeled by teacher through dictation and charting of class stories, individual stories, songs, and poems.

Assessment of any learning will occur only after completion of FOCUS instruction.

	K	1	2	3	4	5	6	7	8	9	10	11	12
AGREEMENT													
1. Number					I	F	F	F	F	F	F	R	R
2. Tense								I	I	F	F	R	R
3. Antecedent									I	F	F	R	R
CAPITALIZATION													
1. Names of people or things	TM	I	F	F	F	R	R	R	M	M	M	M	M
2. Pronoun "I"	TM	I	F	F	F	R	R	R	M	M	M	M	M
3. All words in a title	TM	I	F	F									
4. Beginning of sentences	TM	I	F	F	F	F	R	R	R	M	M	M	M
5. Days of the week	TM	I	F	F	F	R	R	R	M	M	M	M	M
6. Months of year	TM	I	F	F	F	R	R	R	M	M	M	M	M
7. Abbreviations and initials	TM	TM	I	F	F	F	F	F	R	R	M	M	M
8. Closing of letter	TM	TM	I	F	F	F	F	R	R	R	M	M	M
9. Names of places	TM	TM	I	F	F	F	F	F	R	R	M	M	M
10. Salutation or greeting of letter	TM	TM	I	F	F	F	F	R	R	R	M	M	M
11. Important words in titles of written works					I	I	F	F	F	R	M	M	M
12. Occupational titles					I	I	F	F	F	R	M	M	M
13. Personal titles					I	I	F	F	F	R	M	M	M
14. Dialogue						I	I	F	F	F	R	M	M

	K	1	2	3	4	5	6	7	8	9	10	11	12
HANDWRITING													
1. Manuscript													
a. Letter formation	I	F	F	R	M	M	M						
b. Numeral formation	I	F	F	R	M	M	M						
c. Spacing, letters, and words	I	F	F	F	F	F	R	R	R	M	M	M	M
d. Use in written work	I	F	R	M	M	M							
e. Legible for audience		I	F	F	M	M	M	M	M	M			
f. Charts, graphs			I	F	R	R	R	M	M	M	M	M	M
g. Printed or commercial forms			I	F	R	R	R	R	R	R	R	M	M
2. Cursive													
a. Letter formation				I	I	F	F	R	R	R	M	M	M
b. Spacing, letters, and words				I	I	F	R	R	R	R	M	M	M
c. Use in written work				I	I	F	F	R	R	R	M	M	M
d. Legible for audience				I	I	F	F	F	R	R	M	M	M
PARAGRAPHS													
1. Indented first line	TM	TM	I	F	F	F	F	R	R	R	M	M	M
2. Margins	TM	TM	I	F	F	F	F	R	R	R	M	M	M
3. Definition: a paragraph is an idea unit	TM	TM	TM	I	F	F	F	R	R	R	M	M	M
4. Topic sentence					I	F	F	F	F	F	R	M	M
5. Sentences related to the topic sentence					I	F	F	F	F	F	R	M	M
6. Simple transitions within paragraph							I	I	I	F	F	R	M
7. Logical organization (time, space)								I	I	I	F	R	M
8. Topic sentence in variety of locations								I	I	I	F	R	M
9. Development through details								I	I	F	F	R	M
10. Development through example								I	I	F	F	R	M
11. Development through similarities/differences										I	F	R	R
12. Multi-paragraph writing (introduction, body, conclusion										I	I	F	R
13. Deductive development											I	F	R
PARTS OF SPEECH													
1. Adjectives					I	F	F	R	R	R	R	M	M
2. Auxiliary Verbs					I	F	F	F	R	R	R	M	M
3. Nouns					I	F	F	R	R	R	R	M	M
4. Pronouns					I	F	F	R	R	R	R	M	M
5. Verbs					I	F	F	R	R	R	R	M	M
6. Adverbs						I	I	F	F	R	R	M	M
7. Conjunctions						I	F	F	F	F	R	M	M
8. Linking Verbs							I	I	F	F	F	R	M
9. Prepositions							I	I	F	F	R	M	M
10. Interjections								I	F	F	R	M	M
11. Verb Voice (active and passive)											I	F	F
PUNCTUATION													
1. Apostrophe:													
in contractions	TM	I	F	F	R	R	M	M	M	M	M	M	M
in possessives					I	I	F	F	F	F	F	R	R
2. Colon:													
in time	TM	TM	I	F	R	M	M	M	M	M	M	M	M
in salutation of business letter and preceding a list							I	I	F	F	R	M	M

	K	1	2	3	4	5	6	7	8	9	10	11	12
PUNCTUATION (continued)													
3. Comma:													
in letter and envelope address	TM	TM	I	F	F	R	R	M	M	M	M	M	M
in dates and addresses				I	F	F	R	R	R	M	M	M	M
between items in a series					I	F	F	F	R	R	M	M	M
in direct address					I	F	F	R	R	M	M	M	M
to set off phrases and clauses						I	I	I	F	F	F	R	R
to set off some introductory words						I	I	I	F	F	F	R	R
in appositional phrases							I	I	F	F	F	R	R
before connector in a compound sentence								I	I	F	F	R	R
4. Dash											I	F	F
5. Direct quotations: comma, ending marks, and quotation marks for quote within a quote					I	I	I	F	F	F	R	R	R
6. Exclamation mark at end of exclamatory sentence and interjection					I	I	F	F	F	R	M	M	M
7. Hyphen:													
between inclusive numbers					I	F	R	M	M	M	M	M	M
in compound words and dividing words at end of a line						I	F	F	R	R	R	M	M
8. Parenthesis											I	F	F
9. Period:													
after numberals and letters in an outline or list	TM	I	F	F	F	F	F	R	M	M	M	M	M
at end of sentence	TM	I	F	F	R	R	M	M	M	M	M	M	M
with abbreviations and initials	TM	I	I	F	F	F	R	R	M	M	M	M	M
10. Question mark at end of an interrogative sentence	TM	I	F	F	R	R	M	M	M	M	M	M	M
11. Quotation marks to enclose short stories, poems, songs, articles, chapters of books						I	I	I	F	F	F	R	R
12. Semicolon:													
in complex sentences or compound-complex sentences											I	F	R
to replace comma and conjunction in compound sentence								I	I	F	F	R	R
13. Single Quote										I	F	R	R
14. Underline titles of books, magazines, plays, TV, newspapers, and movies					I	F	F	F	R	R	R	R	R
SENTENCES: Kinds													
1. Simple sentences					I	F	F	R	R	R	M	M	M
2. Compound sentences						I	F	F	R	R	M	M	M
3. Complex sentences								I	I	F	F	R	R
4. Compound - complex										I	F	R	R
SENTENCES: Parts													
1. Subjects and predicates					I	F	F	F	R	R	M	M	M
2. Modifiers, single words						I	I	F	F	R	R	M	M
3. Complements (predicate noun, predicate adj.)							I	I	F	F	F	R	M

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	K	1	2	3	4	5	6	7	8	9	10	11	12
SENTENCES: Parts (continued) 4. Objects (direct, indirect, and object of preposition							I	I	F	F	F	R	M
5. Prepositional phrases							I	I	F	F	R	R	M
6. Independent clauses							I	I	F	F	F	R	R
7. Dependent clauses							I	I	F	F	F	R	R
8. Verbals, verbal phrases										I	F	R	M
SPELLING 1. District Reading Objective spelling Words	I	F	F	R									
2. TARGET: SPELLING teaching procedures, classroom management, and word lists			I	F	F	F	F	F	F	F	R	R	R
STANDARD OF NEATNESS OF WRITTEN WORK 1. Consistent margins	TM	TM	I	F	F	F	F	R	R	R	M	M	M
2. Single-line crossouts				I	F	F	R	R	R	M	M	M	M
USAGE Appropriate usage (standard, non-standard). See following pages.					I	I	F	F	F	F	R	R	R

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THE TEACHING OF ENGLISH USAGE*

Robert C. Pooley, past president of the National Council of Teachers of English, provides guidelines for teaching usage in his book *The Teaching of English Usage,* N.C.T.E., Urbana, Illinois, 1974. TARGET: WRITING supports his contention that the ultimate goal is to lead students to observe the social effects of varieties of usage, to assist them in making such discriminations as will enable them to speak and write that kind of English which their knowledge, ambition, and social sensibilities will lead them to choose.

Items selected for instruction, in the listings from Pooley that follow , are those which tend to incur high social penalty for their use. It is recommended that teachers also identify nonstandard forms used by students, and set priorities for their instruction.

The following practices are encouraged:

1. Individualize instruction in usage so as to meet each student's most urgent need at the moment he or she recognizes that need.
2. Emphasize desirable patterns of oral language and, by training the ear to be alert to language forms, assist students in making their own choices.
3. Place all usage instruction so far as possible in situations calling for the natural use of language in speech and writing.
4. Develop sensitivity to appropriate forms of language for various needs in life.

Some Usage Items No Longer Considered Nonstandard English

1. Any distinction between *shall* and *will.*
2. Any reference to the split infinitive.
3. Elimination of *like* as a conjunction.
4. Objection to the phrase "different than."
5. Any objection to "He is one of those boys who is. . . "
6. The objection to "The *reason. . . .* is *because. . .*"
7. The objection to *myself* as a polite substitute for *I,* as in "I understand you will meet Mrs. Jones and myself at the station."
8. Any insistence upon the possessive case standing before a gerund.

---

*Usage items on pages A-11 to A-15 are printed with permission of the National Council of Teachers of English, publisher of The Teaching of English Usage, 1974.

Appendix C

USAGE ITEMS FOR THE ELEMENTARY SCHOOL

Speech Forms Subject to Intensive Teaching in the Elementary Grades

The following list of forms is presented as a sort of inventory of essential items to be taught in the elementary grades, particularly in the first six grades. Select for attention those of the greatest social penalty and greatest utility.

Verb Forms

ain't or *hain't*
I *don't* have *no*
learn me a song
leave me go

have ate, have went,
  have did, have saw,
  have wrote, etc.

he *begun,* he *seen,*
  he *run,* he *drunk,*
  he *come,* etc.

I *says*
he *brung,* he *clumb*
we, you, they *was*
was *broke* (for *broken*)
  was *froze*
knowed, growed, etc.

Pronoun Forms

my brother, *he* (and other
  double subjects)

him and *me* went, Mary and
  me saw, etc.

hisself, theirselves, etc.

them books, *this here* book,
  that there book

it's *yourn, hern, hisn, ourn*

Forms to Receive No Class Instruction in the Elementary School

Occurrence of the following forms does not receive as high a social penalty as those above. Therefore, instruction concerning most of them may be deferred to the secondary schools.

Verb Forms

Neither of us *are, were* there
These kind of gloves *are*
If I *was* you; I wish I *was* you

Dove/dived; dreamed/dreamt;
  lighted/lit; etc.

I think I'll *lay* down;
  He *laid* down to rest

One of my brothers *were* there.

Pronoun Forms

It's *me, him, her, them*

Everybody, everyone, said that *they*

Who did you choose? *Who* are
  you waiting for?

Adverbs

My bike works *real good*
I *couldn't hardly* do it.
  I *don't* have *hardly* any.

Prepositions

Where is she *at?*
He fell *off of* the roof.

USAGE ITEMS FOR THE JUNIOR HIGH SCHOOL

Robert Pooley suggests these principles for junior high usage instruction, in *The Teaching of English Usage:*

1. The number of nonstandard deviations to be studied must be limited so as to give emphasis where it is most needed.
2. Students must become language observers, aware of the varieties of language they and others use, if they are to recognize the standard forms and be aroused to a desire to gain proficiency in the usages in question.
3. Usage must be taught as positively as possible. There should be no language activity which does not recognize the nature of communication and the relationship of appropriateness in usage to effectiveness of communication.

Forms Not Accepted	Accepted Forms
Pronouns	
Will you wait for John and *I*?	John and *me*
Did you see her and *I*?	her and *me*
Let him and *I* do the work.	him and *me*
Us boys want to go	*we* boys
She invited *we* girls to the party.	*us* girls
This is the man *which* did the work.	*who* or *that*
Verbs	
Inflectional Endings	
He *ask* me to go (and other *-ed* forms)	*asked*
We *begun* the work at three o'clock.	*began*
I *brung* my lunch.	*brought*
He *done* the work well.	*did*
I *drunk* it all.	*drank*
She *give* me the picture.	*gave*
He *run* all the way.	*ran*
Then he came to me and *says*. . .	*said*
He *seen* the accident	*saw*
They have *ate* all the melon.	*eaten*
He has *began* to read the book.	*begun*
I've *broke* my pencil.	*broken*
He has *came* here before.	*come*
I have *drank* (or *drunken*) all the milk.	*drunk*
The bell has *rang.*	*rung*
My dress is *tore.*	*torn*
My dress is *wore* out.	*worn*
Agreement with Subject	
One of the books *are* lost.	*is*
Each of the books *are* interesting.	*is*
He *don't* play chess.	*doesn't*
Miscellaneous	
You *had ought* (you'd *ought*) to do that.	You *ought*
Learn us a new game.	*teach*
Leave me see the butterfly.	*let*
Set in his chair; he *set* in the chair; *has set* in the chair.	*sit, sat, has sat*
Adjectives and Adverbs	
Is he eating *a* apple?	*an*
This here book is mine.	*this* book
That there one is yours.	*that* one
Do you know *them* boys?	*those*
I don't like *these kind* (*those kind*) of stories.	*this kind, that kind, these kinds, those kinds*
Double Negatives	
He *don't have none* of them.	He *doesn't have any, hasn't any, has none, hasn't got any, has got none*
Haven't you never been to Chicago?	*Haven't you ever, Have you never*
Jane *don't have no* pen.	Jane *doesn't have* a pen, *has no* pen, *hasn't got* a pen
I *haven't nothing* to do.	I *don't have anything* to do, *have nothing* to do, *haven't anything, haven't got anything*
Miscellaneous	
My brother *he* went to the football game. (and other double subjects)	
If he'd *of* come; would *of* come; should *of* come. (spelling error for *have* or *'ve)*	

Appendix C

Forms to Receive No Class Instruction in the Junior High School

Although sometimes criticized, many of the forms listed below have variants acceptable under most conditions. Only after items in the preceding list have been mastered need this list be taught.

Pronouns
It's *me, us.*
Tim is taller than *me, her, him.*
Mary is as tall as *me, her, him.*
Everybody (everyone) had *their* lesson.
Someone (somebody) left *their* lights on.
Who did you invite?
Who did you go with?
invite *whoever* you choose.
When *you* are driving a car, *you* should be able to act quickly.

Verbs
Agreement with Subject
The kind of games you like *are* too simple.
Athletics *are* important in our school.
Neither of the boys *are* here.
Neither John nor George *were* there.
The father with his two sons *were* here.

Miscellaneous
I guess I'll go. (omitting *that)*
I *haven't got* any paints.
I *got* home early.
It *says* in my history book. . .
I *will* probably go to the party.

Adjectives and Adverbs
He's *awfully* rich.
I feel *badly* about the accident.
You walked *further* than I.
I'm *kind of* tired.
This is the *largest.* (said of one of two)
Most anyone can do this work.
I *only* saw her once.
His work is *pretty* good.
Come here *quick.*
He's *sort* of angry.

Conjunctions and Prepositions
Divide the work *between* the four groups.
Study your lesson *like* I do.
It looks *like* it will rain.
He fell *off of* the roof.
Your book is different *than* mine.

Appendix C

USAGE ITEMS FOR THE SENIOR HIGH SCHOOL

According to Pooley, in *The Teaching of English Usage*, "The informal variety of standard English is a broad dialect embracing a large number of minor deviations. The speakers and writers of this dialect are rarely conscious of these minor variations of usage, or else consider them unimportant. But there are specific usages which are not a part of this dialect and become at once noticeable to the users of informal standard English."

Students who have been motivated to acquire and employ informal standard English will find that the major part of their own dialect lies within the scope of informal standard English. What they need to learn, therefore, are which specific items of usage, though natural in their own dialect, must be eliminated if they want to be fully equipped to speak and write the standard dialect.

Forms to Receive Instruction:

1. The grammatical uses in speech and writing of *I, me, he, him, she, her, they, them.* (Note: "It's me" is fully acceptable; "It's him" and "It's them" are gaining acceptability in informal speech.)
2. The grammatical uses of *is, are, was, were,* with respect to number and tense.
3. Use of the historical past forms of common irregular verbs such as *saw, gave, took, brought, bought,* and *stuck*.
4. Use of past participles.
5. Avoidance of the double negative: "We don't have no apples," etc.
6. Avoidance of analogical forms: *ain't, hisn, hern, ourn, theirselves,* etc.
7. Correct use of possessive pronouns: *my, mine, his, hers, theirs, ours.*
8. Mastery in writing of the distinctions between *its* and *it's, of* and *'ve,* etc.
9. Placement of *have* and *has* or of their phonetic reductions to *v* or *s* between subject and past participle, in past participle constructions.
10. Avoidance of *them* as a demonstrative pronoun.
11. Avoidance of *this here* and *that there.*
12. Mastery of the use of *a* and *an* as articles before consonants and vowels. (Note: before a pronounced *h* or long *u,* use of *a* is idiomatic in American English.)
13. Grammatical use of personal pronouns in compound constructions: as subject (Mary and *I*), as object of a verb (Mary and *me*) as object of a preposition (to Mary and *me*).
14. The use of *we* before an appositional noun when subject; *us* when object.
15. Correct number agreement with the phrases *there is, there are, there was, there were.*
16. Avoidance of *he don't, she don't, it don't.*
17. Avoidance of *learn* for *teach, leave* for *let.*
18. Avoidance of pleonastic subjects: (my brother he," "my mother she," "that fellow he."
19. Proper agreement in number with antecedent pronouns *one* and *anyone, each, no one, either, neither*. With *everybody, everyone, somebody, someone,* and *none* some tolerance of number has long been acceptable, particularly in informal contexts.
20. The use of *who* and *whom* as referents to persons. (Note: *who* as an objective case interrogative pronoun in initial position is standard.
21 Use of *said* rather than *says* in reporting the words of a speaker in the past.
22. The distinction between *good* as adjective and *well* as adverb.
23. Avoidance of *can't hardly, can't scarcely.*
24. Avoidance of *at* after *where:* "Where is she at?"

Appendix D

GLOSSARY OF TERMS

ACTION WORD: synonymous with "verb"; a word that indicates movement.

ALLUSION: a casual reference, within a composition, to a well-known literary work, historical event, or character. Example:

No, I'm not Prince Hamlet
Nor was meant to be (T.S. Eliot)

ALLITERATION: repetition of initial identical consonant sounds or any vowel sounds in successive or closely associated words or syllables. Examples:

Peter Piper picked a peck of pickled peppers.
or
The fair breeze blew, the white foam flew
(Coleridge)

ANECDOTE: a very short story that relates an incident. It will contain a setting and at least one character; it will end suddenly with a more or less surprising twist which elicits an emotional response from the reader. Anecdotes are often written to entertain, but they can call forth such feelings as pity, sadness, empathy, or anger.

ANTITHESIS: the practice of contrasting verbal elements in a sentence. Example:

You are right; I am wrong.

APHORISM: A concise statement of a principle or precept given in pointed words. Example:

Life is Short, art is long..." (Hypocrates)

AUTHORITY: a writer's use of some informed person's opinion to persuade or convince the reader of the validity of the argument presented. An authority on a subject is not necessarily infallible.

BALANCED CONSTRUCTION: the practice of pairing, or contrasting (antithesis), verbal elements (words, phrases, clauses) in a sentence, for emphasis and symmetry. Example:

I came, I saw, I conquered (parallelism)

For three days, it rained; and for three days, the
sun burned hot on our backs. (antithesis)

CAUSE/EFFECT: developing a paragraph by beginning with a cause and completing it by citing several effects, or by beginning with several causes and completing it by giving the effect.

CONCRETE WORD CHOICE: choosing specific and tangible words that the reader can experience with his senses. Concrete words can often represent abstraction and universality, as in Whitman's "There Was A Child Went Forth," where the specific child's growing-up process describes the maturing of every child.

CONNOTATION: implication of a word or a phrase that goes beyond the dictionary meaning. Example:

The word "home" brings out thoughts of security, love,
comfort or family.

CONVEY: to make known, to communicate facts or information.

CONVINCE: to persuade someone to accept an opinion.

DATA: a collection of facts. Examples:

the census, statistics, or charts.

DEDUCTIVE LOGIC: a reasoning process in which the writer states a generally accepted truth and draws a conclusion from it that is applicable to a specific idea, object, or person. Example:

All men are mortal.
Socrates is a man.
Therefore, Socrates is a mortal

DENOTATION: the dictionary definition of a word. Example:

A chair is a piece of furniture consisting of a seat, legs, and back
designed to accommodate one person.
(*The American Heritage Dictionary of the English Language*)

DESCRIPTIVE WORDS (adjectives): words that describe naming words (elementary term for "nouns").

EDITING: reading finished copy critically, marking not only errors in mechanics but also errors in facts, form, content, coherence, transition, and arrangement of ideas.

ESSAY:

Three-part: the most elementary composition structure. It contains a beginning, a middle, and an end (e.g., introduction, body, conclusion).

Persuasive: the form in which the author attempts, in elicitive arguments, to convince the reader by using emotional, ethical, or rational appeals. Example:

Letters to the editor.

EUPHEMISM: the use of an agreeable or pleasant-sounding word for an offensive one. Example:

"Lamb" for "mutton,"
or
"building superintendent" for "janitor."

EVIDENCE: statements, facts, or any other materials, invented and/or accumulated, used in the body of the essay to prove a point. Example:

Using the fact that a basketball team has won its last five games
in order to prove the point that the team is improving.

FABLE: a brief story with an underlying meaning to teach a lesson. The characters are often animals who act and speak like humans.

FACT: a statement that can be tested and generally held to be true. As used in the Curriculum, information understood to be true by the writer.

FEELINGS: Emotional reactions to people or experiences.

FOLK TALE: a story passed from generation to generation, usually orally, and by an unknown author. It is sometimes termed a LEGEND and is accepted by the "common folk" of a given culture.

FORM: a term with a variety of meanings, depending on its use. The most common are (1) the organization or structure of thought in a work, or (2) common attributes that distinguish one genre from another.

GENRE: type of writing. The term is used loosely, and may include a division such as "tragedy, comedy, epic, lyric, and pastoral" or "novel, short story, essay, and radio or television play."

GRAMMATICAL CONVENTIONS: prescriptions which are accepted as correct in standard writing. Example:

Referring to a ship as being a "she."

IDEA: formulation of thoughts based on experience or association.

IDEA UNIT: a group of sentences that express a common or single idea.

IMAGERY: use of words that appeal to one of the senses or to movement (e.g., *sizzling* hamburgers — smell, taste, hearing, movement, sight)

INDUCTIVE LOGIC: reasoning process in which the writer draws a conclusion about specific ideas, objectives, or persons he has mentioned earlier. Example:

Joe Doe is mortal.
Jane Doe is mortal.
Therefore, all persons are mortal.

IRONY: the reversal of expectations, appearances versus reality, or the contradiction of the inner thought by the words which express it. Example:

I really hate to see vacation come.

(This is an example of verbal irony. Other classifications of irony include the dramatic, situational, cosmic, Socratic.)

ISSUE: a proposition, question, or problem, generally within an advisory framework, upon which there are varying points of view (e.g., points of view associated with capital punishment).

METAPHOR: description in which the writer compares two dissimilar items without using the words "like" or "as." Example:

As they watched, their eyes were hard-boiled eggs
protruding from the sockets.

NAMING WORDS: Elementary term indicating people, places, or things; synonymous with "noun."

NARRATIVE: story, tale, or personal account of any experience or situation.

OPINION: an individual belief or feeling based on information and experience, and held with confidence.

ONOMATOPOEIA: imitative words which resemble or suggest the sound being used in writing or conversation. Example:

Buzz, slam.

PARALLELISM: the practice of pairing verbal elements (words with words, phrases with phrases, or clauses with clauses) in a sentence. Example:

Go to the blackboard, draw the graph, and explain it.

PARAPHRASE: transcribing another writer's thoughts by using one's own words. Example: A paraphrase of William Cullen Bryant's poem "To A Waterfowl," lines 29-32, might be:

Whoever guides a lonely bird as it migrates from area to area
can surely guide me as I walk through life alone.

PATTERNED STORY: a story in which the elements (words or action or parts) are modelled after another. Its purpose is to help students to learn by imitation.

PERSONA: the use of an imaginary character, often seen as the "mask" of the author. When the speaker in the work talks in first person singular, his personality must not be confused with that of the author.

PERSPECTIVE: the position and/or attitude that a writer takes toward a subject.

POINT OF VIEW: the "eyes" through which the author presents his work. Examples:

First Person Singular (narrator inside the story) The narrator tells his own story, as in The Adventures of Huckleberry Finn.

First Person Singular (narrator outside the story) The narrator tells a story he has observed.

Third Person Singular (limited omniscient) The narrator reveals the story through the mind of one character, and that character reports the actions and speech of the others, as in The Open Boat.

Third Person Singular (omniscient) The narrator reveals the story through the mind of all major characters, as in The Scarlet Letter.

POETRY (models of frequently-used forms)

1. *Cinquain:* Sing' kān

Line 1: Title (Noun)
Line 2: 2 adjectives
Line 3: 3 verbs
Line 4: 4 word phrase — emotion
Line 5: noun (repeat or synonym)

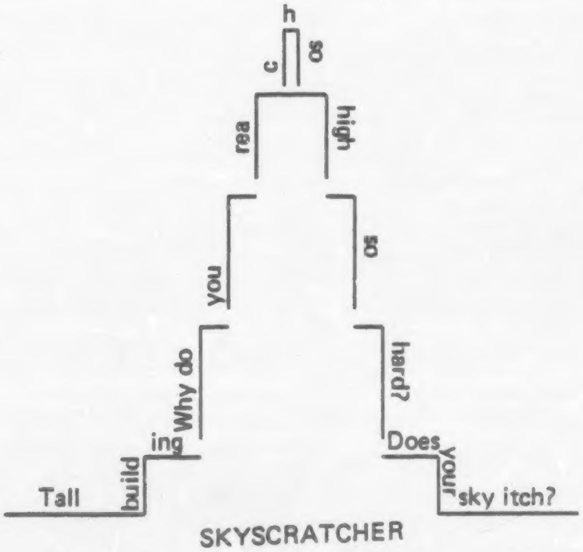
FROG
Speckly, pudgy,
Croaks, snaps, dives
He feels so important
AMPHIBIAN

TIRES
Black devils
Fast take-off
Clouds of blue smoke
SLICKS

2. *Concrete:*

words used freely to form associations, sounds and images. Sometimes the poem's arrangement itself makes a picture.

Example:



SKYSCRATCHER

3. *Free Verse:*

poetry which has rhythm, but no definite meter, rhyme, or form. Example:

WHEN I AM ME
I am me!
I am me!
I can do anything
I can run to the end of the land
if I want to
or swim to the end of the sea
if I want to.
— Felice Holman

4. *Quatrain:*

A poem in four lines. Example:

MY BROTHER
My brother is inside the sheet
That gave that awful shout.
I know because those are his feet
So brown and sticking out
— Dorothy Aldis

A WALK IN EARLY SPRING
I took a walk in early spring
And spoke to every newborn thing.
They answered me, the flowers and birds,
Although they did not talk in words.
— Rowena Bastin Bennett

POSITION STATEMENT: a sentence or sentences which limit the subject, direct the discussion, and in addition, take a specific stand on an issue. The position statement usually is associated with the Elicitive Strand.

PROOFREADING: reading written material critically, correcting errors of spelling, punctuation, capitalization, grammar, word choice and content. Specific marks are used to denote such errors. See proofreader's marks listed in most textbooks. As used in journalism classes, "proofreading" refers specifically to comparison of printer's proof with original copy.

PROPAGANDA TECHNIQUES:

A. *Band Wagon:* An appeal to the reader to make him accept an idea because everyone else is accepting it.

B. *Glittering Generalities:* Using broad statements to divert the reader's attention from examining the issue closely. Example:
The well-read man will become successful.

C. *Plain Folks:* Implying that a proposal or idea ought to be accepted because the speaker or writer is a simple, ordinary person as you and I are.

D. *Name Calling:* Attaching a tag to a person to evoke a favorable or unfavorable image of him. Example:
John does not know what he is talking about. He is a "pencil pusher."

E. *Complex Question:* Presenting a series of questions to the reader in order to confuse him so that he can not focus on an issue at point. Example:
In view of the increase in the tax base and spiraling inflation and complex labor negotiations, do you favor tariffs; and in view of recent statistics on unemployment, do you favor a four-day work week?

F. *The Threat:* Appealing to and focusing on a person's emotion or fear, rather than upon evidence, in order to bring acceptance or rejection of a proposal or idea.

G. *Appeal to Emotion:* Evoking appropriate emotions, such as pity or hate, to divert the reader's attention from proof. Example:

Mothers who love their children feed them vegetable soup
(appeal to love)

H. *Testimonial:* Using either founded or unfounded statements by a well-known person to endorse a product or an idea.

I. *Appeal to Authority:* Focusing attention upon the qualifications and status of the endorser rather than upon the merit of an issue, proposal, idea, or a product.

J. *Logical Fallacy:* Creating reasoning based upon a conclusion that is false as a result of being drawn from an untrue premise. A conclusion may be invalid even if the premises are true.

PROSE FORM: ordinary speech or writing as distinguished from verse writing.

PUNCTUATION, INTERNAL: any marks used within a sentence (e.g., semicolon, comma, colon).

QUOTATIONS:
Direct: the exact, cited words of other persons or of reference works. Example:
Jane said, "Jody, this is the assignment Mrs. Smith made for today."
Indirect: the thought expressed by a speaker or writer, though not in exact words. Example:
Jane told Jody that this was the assignment that Mrs. Smith made for today.

RECALL: to bring back to memory, remember, or recollect.

RECORD: to write facts or data for preservation.

REFRAIN: words, phrases, or clauses repeated at regular intervals in a poem. Example:
The language of The Raven or Old MacDonald Had a Farm.

RHETORIC: the art of using rules and principles for structuring ideas in order to create forceful, effective, and clear writing.

ROUGH DRAFT: writing that will require correction; emphasis on ideas and/or information rather than mechanics.

SENTENCE, COMPLETE: Definition varies according to level. See Primary Common Writing Objectives, II. B. for primary definition. For students at intermediate or later years, the definition is expanded to include the idea of a complete thought.

SIMILE: comparing one thing to another by using "like" or "as." Example:
Their eyes were bulging like hard-boiled eggs.
(Wilbur Schramm)

SIMPLE REFUTATION: statements used by the writer to strengthen his own position by anticipating and covering arguments that may be presented by the opposition.

SPATIAL RELATIONSHIPS: logical organization in describing objects (e.g., depth, length, from left to right).

STORY ELEMENTS: Setting — time and place

Character — humans, animals, or personified objects (e.g., trees, rocks, pebbles)

Plot — the problem, usually with solution; at the elementary level referred to as the "main idea."

TALL TALE: a grossly-intended, exaggerated tale, usually of a comic or demi-god hero who sets out and meets a superhuman conflict with keen competition, common sense, and homely virtues. He uses wit and superpower to conquer and win. His triumph results in the creation of the "why" or a place name of something. Example:

Paul Bunyan

SUMMARY: a condensation or abridgment of the content of a writing.

SUPPORT: items introduced to reinforce or uphold a statement or a belief. Examples:

Facts, opinions, statistics.

THEME, FOUR-PART: the three-part composition, amplified by a thesis statement.

THESIS STATEMENT: a single declarative sentence which states what the author wishes to say about his subject (e.g., Brutus). It prescribes the development and unity of the composition. The predicate of the sentence affirms or denies something about the subject. The thesis statement is usually placed at the conclusion of the introduction. Example:

Brutus is (is not) an honorable man.

TOPICAL STATEMENT: a sentence which limits the subject of an essay and directs its development. It is usually placed at the conclusion of the introduction.

USAGE

Nonstandard: usually spoken language, characterized by usage of double negatives, slurred pronunciations, or slang. In written communication it is usually considered inappropriate unless used in expressive writing or associated with a persona.

Standard: either formal (used in scholarly writing, legal documents) or informal (used in classrooms, periodicals) communication deliberately used by persons skilled in the use of the language.

WRITER'S STANCE: the image a writer creates of himself as a person of character and sense to make his message more acceptable to his reader.

Appendix E

FROM DEVELOPMENT TO IMPLEMENTATION

Preliminary Considerations:

Curriculum development began in summer, 1976, to meet the need for a specific guideline for writing instruction. Many materials available to public school teachers describe the acquisition of writing skill, but do not prescribe what might usefully be taught in succeeding blocks of time in the classroom; neither do they offer specific help with individual diagnosis of the writing needs of students in large classes. Although teachers understand that the development of writing skill is spiraling, rather than linear, they necessarily teach in linear fashion: succeeding days and weeks.

Existing curricula recommended by National Council of Teachers of English were surveyed, but none were found to have both specific focuses at designated levels and identifiable rationale for the inclusion of those focuses at one time rather than at any other. A too simplistic approach to curriculum development would have been to suggest either that writing is less than complex, or that *any* sequence of skills, attitudes, and knowledge would be better than none at all (even though many staff members might have found security in almost any sequence, because it would at least have narrowed the vast range of choice of what to teach each day).

Representatives of the Institute for Curriculum and Instruction, Miami, Florida, consultants in an inductive teaching method who were working at that time with district representatives of all subject-matter areas, suggested that curriculum should be derived from district goals. Program outcomes, in any area, they said, should be derived from goals, units should be derived from the outcomes, and objectives should be derived from the units. What happens in any day in any classroom should relate identifiably to the district goals. This perhaps self-evident hierarchy changes district goals from platitudes with which few could quarrel--but of which few are aware--to living focuses for all instruction.

These consultants suggested that the Lincoln assessment of writing assignments, given to all 4th, 7th and 10th grade students in spring, 1976, could be used as "criterion tasks" - examples of writing all students are expected to perform. Working backward from them, the district could identify whatever instruction is necessary as preparation. The consultants also provided a framework for a summer, 1976 workshop, meant to be an activity preliminary to Lincoln's planned involvement in a consortium of schools banded together to develop a common writing curriculum. The workshop was judged highly successful for identifying instructional objectives. The plan for Lincoln membership in the consortium was, however, discontinued in winter, 1976, largely because of the Lincoln district's insistence that English language arts specialists should have responsibility at least equal to that of educational generalists in the identification of the basic curriculum framework. Also, Lincoln teachers saw no need for what would have been the end product of the consortium: extensive units requiring a specific teaching methodology. Although with substantive changes as the work progressed, the general method for *identification* of objectives (not sequencing) suggested by the Institute for Curriculum and Instruction was the one used.

Basic Organization and Development:

In February, 1977, teachers from the summer, 1976 workshop, the English Advisory Council, the senior high English chairpersons, and selected administrators, met to respond to a draft of "Assumptions for a Curriculum for Writing" prepared by the English Consultant. The "Assumptions . . ." with suggestions from that meeting incorporated, became the blueprint for subsequent work.

Equal involvement of the four levels of instruction became operative in March, 1977, when the Superintendent's Cabinet approved the fourth-quarter half-day assignment of four teachers, one each from primary, intermediate, junior high, and senior high, to the central administration building for curriculum development. In April, 1977, key staff members again met to begin the basic identification of the Curriculum strands. Beginning by brainstorming a multitude of adult writing experiences, which they then grouped according to the difference in skills needed, they identified five possible Curriculum strand divisions. These five, which had common elements of purpose, form, and audience, were refined by the four teacher-writers (now called the Core Four) and the English Consultant into three (Informative, Elicitive, and Expressive), for which they developed careful definitions. The Core Four, assisted by key teachers of writing, developed further divisions for each strand, according to purpose for the writing, for each of their levels. Those divisions, variously termed "competencies" or "performance statements" during development, eventually were termed "unit titles" at the recommendation of the summer, 1977, Elementary Study Committee, from which also came guidelines for unit format.

Written Composition Curriculum development was concurrent with several other district efforts. The 1976-177 Senior High Study, part of North Central Evaluation, sparked a revision of district goals. In accordance with the conviction that the district should provide students with instruction that they need and that they want, goals were divided as follows:

Expected of Everyone

Essential for continued learning
or for application in life

Desirable for "literacy,"
or for exploration

Chosen by Individuals

Chosen for continuing exploration,
or to fulfill individual goals

First Curriculum development, originally scheduled for only "Essential" objectives, was broadened to include "Desirable" objectives during the fourth quarter, 1977.

Also in spring, 1977, English language arts implementation, as specified in the elementary implementation cycle, was changed at the request of elementary principals from 1979-80 to 1978-79. This meant that piloting of the completed portion of the Curriculum would necessarily begin during the 1977-78 school year.

Assessment Assignments:

The Associate Superintendent for Instruction was at the same time working with all curriculum consultants to develop a competency-based education model for the district, and to develop terminology for it consistent from discipline to discipline. These ongoing recommendations were integrated with what had been learned from the use of the 1976 assessment assignments to develop Curriculum assessment assignments for each of the "Expected-of-Everyone" units. Development of these assignments at a time when they could be piloted in classrooms was the justification for releasing the Core Four from their classrooms, with the approval of their principals, during the school year.

Rather than being used only for massive district assessment, and to require exhaustive teacher inservice, as was true for the 1976 assessment assignments, the Curriculum assessment assignments were to be readily available for individual school use at a time of their choice, without inservice. They were to serve as focuses for identification of objectives during summer, 1977, as the 1976 assignments had during summer, 1976. Criteria for their development were that they be (a) reasonable: attainable by most students, (b) realistic: with experiences provided in the school context which suggest, at student level, writing expected of competent adults, and (c) replicable: dependent only on instructional materials or other resources readily available in all schools in the district.

Administrators and teachers cooperated to pilot the assignments: nineteen tasks were piloted by 94 teachers in 36 schools. Based on teacher comments, they were rewritten by the Core Four, although not re-piloted, as the quarter was ending.

Curriculum Content Identification:

Sixteen teachers, equally representing primary, intermediate, junior high, and senior high, participated in a three weeks of half-days workshop in June, 1977, to write objectives for the "Expected-of-Everyone" units. Participants first inductively developed consensus definitions for concepts, attitudes, and skills. *Working* definitions were:

Concept: Complex knowledge involving specific characteristics, attributes or qualities, acquired through prior learning and experience.

Attitude: Willingness to strive (e.g., through practice) for a level of achievement based on a prior understanding of a concept.

Skill: Performance of a task measured by a specific standard of achievement.

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The Associate Superintendent for Instruction was at the same time working with all curriculum consultants to develop a competency-based education model for the district, and to develop terminology for it consistent from discipline to discipline. Those ongoing recommendations were integrated with what had been learned from the use of the 1976 assessment assignments to develop Curriculum assessment assignments for each of the "Expected-of-Everyone" units. Development of these assignments at a time when they could be piloted in classrooms was the justification for releasing the Core Four from their classrooms, with the approval of their principals, during the school year.

Rather than being used only for massive district assessment, and to require exhaustive teacher inservice, as was true for the 1976 assessment assignments, the Curriculum assessment assignments were to be readily available for individual school use at a time of their choice, without inservice. They were to serve as focuses for identification of objectives during summer, 1977, as the 1976 assignments had during summer, 1976. Criteria for their development were that they be (a) reasonable: attainable by most students, (b) realistic: with experiences provided in the school context which suggest, at student level, writing expected of competent adults, and (c) replicable: dependent only on instructional materials or other resources readily available in all schools in the district.

Administrators and teachers cooperated to pilot the assignments: nineteen tasks were piloted by 94 teachers in 36 schools. Based on teacher comments, they were rewritten by the Core Four, although not re-piloted, as the quarter was ending.

Curriculum Content Identification:

Sixteen teachers, equally representing primary, intermediate, junior high, and senior high, participated in a three weeks of half-days workshop in June, 1977, to write objectives for the "Expected-of-Everyone" units. Participants first inductively developed consensus definitions for concepts, attitudes, and skills. *Working* definitions were:

Concept: Complex knowledge involving specific characteristics, attributes or qualities, acquired through prior learning and experience.

Attitude: Willingness to strive (e.g., through practice) for a level of achievement based on a prior understanding of a concept.

Skill: Performance of a task measured by a specific standard of achievement.

Although the original plan had been to focus on assessment assignments to develop objectives, unit focuses came to be judged more effective for the purpose, with the assessment assignments serving as reality examples of the more general unit titles. Working as instructional level groups, participants first identified skill objectives, then attitude objectives, then concept objectives for, initially, the Informative, then the Elicitive, and finally, the Expressive strands. The assumption was that in order for students to develop a skill, they must have both an attitude that they want to *and* an understanding of any concepts involved. Skill objectives, in other words, include both attitudes and concepts; attitude objectives include concepts (and should be only those not already included in a skill objective); concept objectives should be only those not already included in either an attitude or a skill objective.

Additional "decision rules" were developed to facilitate the task:

1. *Include only learnings which can be directly, rather than incidentally, taught.*

2. *Include only those learnings which the student can* **demonstrate.**

3. *Include at a level only those learnings in which you judge most students at that level* **capable** *of mastery.*

4. *Include only learnings which are the* **primary** *responsibility of teachers of writing.*

5. *Include any learnings vital to writing which you think may not be taught by anyone else, even though you think they are not purely writing learnings (these became the "thinking skill" objectives included in some units).*

6. *Keep separate lists of learnings essential to writing which are* **also** *the responsibility of teachers of other subjects (these became the Work/Study objectives).*

The next step was essential for workshop success. Each group in turn, always beginning with primary--the foundation of all writing instruction--reported its skill, attitude, and concept objectives to the other three groups. In responding to the presenting group, participants were asked to (a) judge whether schools can or should teach the learnings presented, and whether, appropriately, at the level indicated, and (b) eliminate overlapping of learnings, as although subsequent instruction should add to or refine earlier instruction, it should not simply repeat it at focus level. Decisions about which objectives were to be kept as written, which were to be modified, and which were to be discarded, as a result of the reporting by groups, was a blend of consensus, majority opinion, and the degree of commitment to any objective by the presenting group. The latter, or expertise based on actual teaching experience with students at the level, was the ultimate base for decision when the other two were considered inappropriate.

Curriculum Content Sequencing:

A second workshop, immediately following the first, sequenced the objectives. Twelve teachers, again representing the four instruction levels equally, participated in that two-week-of-half-days workshop. Those objectives unique to a unit (later termed "essential" at the behest of the Elementary Study Committee) were first identified. Where no such objectives had been written in the first workshop, they were created.

All other objectives were sequenced so that they could be, variously:

a. *derivative: carry something beyond a source (example - compound sentence instruction follows simple sentence instruction);*

b. *elaborative: give attention to numerous parts or details (example - instruction in language fluency precedes instruction in ordering the parts of a piece of writing);*

c. *correlative: relate writing learnings to other language arts, or other subject matter, learnings (example - instruction in the haiku form accompanies reading instruction in syllabication);*

d. *supportive: furnish assistance to one objective through another (example - instruction in the difference between fact and opinion assists the selection of data for informative writing).*

To provide teachers one easy access to the Curriculum, this workshop developed the grids (Appendices A and B) of writing mechanics and forms of writing, the Glossary of Terms (Appendix C), and the concept and definitions for types of instruction: "Teaching Intensities (Introduce, Focus, Reinforce, and Maintain)" and "Experiences Provided."

Reporting:

Reports were made to several groups as Curriculum development progressed:

a. An ad hoc Citizens' Advisory Committee met three times in spring, 1976, to begin development of the Curriculum goal, purpose, and rationale, and once more in spring, 1977, to review specific plans for summer workshops and fall implementation. With its approval of proposed plans, the group was dissolved, with thanks for service.

b. The overall plans were reported to Elementary, Junior High, and Senior High Principals' Subcouncils in turn in March, 1977. Implementation plans were outlined for Principals' Council in June, 1977.

c. Along with a report of the 1976 assessment, projected plans were outlined for representatives of the Joint Cabinet of Lincoln Public Schools and UNL Teachers College in March, 1977.

d. To facilitate the goal of consistency of terminology and assessment among all disciplines, progress and projected plans were reported to district curriculum consultants in April, 1977.

e. Progress reports were made to English Advisory Council in March, April, and May, 1977.

f. Progress was reported to elementary staff members, and to secondary staff members at two meetings in May, 1977.

Implementation:

There were two August, 1977 Orientation Week information meetings, one for elementary staff and another for secondary staff. Their purpose was to present information about the Curriculum, which at that time had not yet been edited or printed, to schools for their use in deciding, by September 30, their level of pilot year involvement. Summarization of questions invited at the orientation meetings, with their answers, was distributed as an issue of COMMUNICATION, the English language arts newsletter.

The three possible involvement levels were:

Level 1: A TARGET school will:

1. *Identify writing as a school focus.*
2. *Have all English language arts teachers attend all Curriculum implementation inservices.*
3. *Monitor teacher emphasis of writing objectives (by simple, objective, standardized record keeping).*
4. *Receive first priority (second or third quarter) all-staff inservice.*
5. *Administer selected assessment tasks in fall, 1977.*
6. *Utilize curriculum writers and English consultant for on-site, in-depth inservice (materials, methods).*
7. *Provide reality test of objectives and sequence; make suggestions for change as necessary.*

Level 2: A FOCUS school will:

1. *Identify writing as a school focus.*
2. *Have all English language arts teachers attend all Curriculum implementation inservices.*
3. *Receive all curriculum materials for all English language arts teachers at inservice meetings.*
4. *Make no commitment to monitoring teacher emphasis of writing objectives; teachers will individually assimilate objectives into classwork.*
5. *Receive second-priority all-staff inservice (after Level 1 schools).*

6. *Administer selected assessment tasks in fall, 1977.*
7. *Have opportunity to become a target school another year.*

Level 3: A SUPPORT school:

1. *May identify writing as a school emphasis.*
2. *Will allow English language arts teachers to exercise individual choice about attending Curriculum implementation inservice.*
3. *Will make no commitment to monitoring teacher emphasis of writing objectives; teachers will individually assimilate objectives into own classwork.*
4. *Will receive third-priority all-staff inservice (after Level 1 and Level 2 schools).*
5. *Will administer selected assessment tasks in fall, 1977.*

Following the Orientation Week Curriculum presentation, twenty-nine schools became either Target or Focus schools, asking that all teachers (if elementary) or all department (if secondary) receive the six-hour implementation inservice. In addition, several teachers from schools in the "support" category requested inservice. School choice determined the time and place of the inservice, which was conducted either after school or on district workdays.

Because of the large number of teachers requesting inservice, the meetings were conducted by a fourteen-member team of master teachers, in addition to the English Consultant. Inservice included teacher involvement in activities exemplifying best practice in composition teaching, related to curriculum rationale and structure. The implementation inservice was "streamlined" from six hours the first year to four the second.

Curriculum Updating:

For five weeks during the summer of 1978, seven primary teachers, six intermediate teachers, ten junior high teachers, and nine senior high teachers prepared additions to the curriculum guides originally distributed in 1977-78. These included codings of the curriculum objectives to instructional materials in widest use in the district, "chosen", or challenge objectives, activities to support all curriculum objectives, and assessment tasks for the curriculum units. All but the assessment tasks were distributed at nine district meetings in March, 1979, attended by teachers representing 27 schools. They were incorporated in the 1981 printing of the guide.

Follow-up Inservices:

In 1978-79, the inservice teams at each of the four levels prepared and offered 1¼-hour inservice sessions on several topics, from which schools chose those of interest to them for delivery after school or on district workdays.

Primary topics included:

a. Developing Writing Environments
b. Writing Techniques (Individualized Language Arts)
c. Integrating Writing Centers For Use With a Basal Series
d. Proofreading and Editing Techniques
e. Language and Writing Experiences Based on Bill Martin/Sounds of Language Readers/Instant Readers
f. Publishing Center/Making Books
g. Techniques for Beginning Writing/Reading

Intermediate topics included:

a. Slotting and Expansion by Paragraphing
b. Movability of Sentence Parts/Outlining
c. Integrating the Reserve Literature List with the Three Strands
d. Book Making
e. Proofreading and Editing

Junior high and senior high meetings delivered composition techniques requested by the schools. Teachers representing 24 schools attended 32 follow-up inservice meetings in 1978-79.

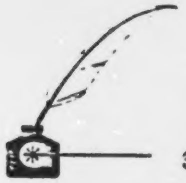
Follow-up inservice topics were regularly made available to schools in 1979-80 and 1980-81, a practice intended to continue indefinitely. Studies show that apart from the intrinsic worth of any curriculum, the completeness of inservice and the relative ease of use are the two factors most important to successful implementation and maintenance.

Curriculum Review:

The English Study committee of 1979-82 reviewed TARGET: WRITING in the light of suggestions solicited from the curriculum committee of the National Council of Teachers of English. As a result, the update pages were incorporated into the guide, pages were re-numbered, spelling materials were transferred from TARGET: WRITING to the new TARGET: SPELLING guide, relationships among the various English language arts curriculum guides were identified, and the year-planning, student diagnosis, and usage pages were added. TARGET: WRITING was also cited in the National Council of Teachers of English publication, **Recummended English Language Arts Curriculum Guides, K-12, 1980.**

Ruth Ann Lyness, English Consultant
March, 1982

Appendix F



STYLE GUIDE

SUGGESTED SYMBOLS FOR CHECKING OF PAPERS

✓	Use this to indicate the point at which an error was made. In the margin show the type of error by using one of the following symbols.
¶	Indent for a new paragraph.
No	This is not a paragraph; do not indent.
SS	Improve the sentence structure.
Frag	Make the fragment a complete sentence.
R	This is a run-on sentence. Use correct end punctuation to complete each sentence.
AWK	This sentence is awkward. Improve the arrangement of words.
Cap	Capitalize this letter.
No Cap	Do not capitalize this letter.
P	Correct this punctuation error.
Undl	Underline to indicate italics.
Sp	Spell the word correctly.
#	Leave a space between words.
Syl	Divide the word into syllables correctly.
Voc	Use a more exact word.
Sl	Use quotation marks to set off slang.
Gr	Correct faulty grammar.
T	Avoid unnecessary shifting of voice, tone, tense, and number.
◯	Abbreviate or write in numbers the item circled; or if the circled item is an abbreviation or a figure, write it out.
ML	Use a straight left margin.
MR	Use a straight right margin.
MB	Leave a bottom margin.
?	Make meaning clear or prove statement.
^	Insert necessary word, phrase, or clause.
Del	Omit unnecessary word, phrase, or clause.

Style Guide

MANUSCRIPT FORM

First line	Subject	Pupil's full name
Second line	Period 1	Date (month, day, year)
Third line (blank)		
Fourth line	Title	
Fifth line (blank)		
Sixth line (indent one inch)	This is the place to begin your	
	first sentence.	

On all pages after the first use this heading:

First line (name and page number)	Pupil's full name	2
Second line (blank)		
Third line (continue writing from previous page)	Continue here from page one.	

Suggestions:

1. TITLE – Capitalize each important word of the title. Capitalize prepositions, articles, and conjunctions when:

   They begin titles.
   They have five or more letters.

2. LEGIBILITY – Only neat and legible papers are acceptable. All formal composition should be prepared in ink.

3. MARGINS – Keep an inch margin at the left and a half-inch margin at the right of the paper. Do not write on the bottom line.

4. FORM – Use every other line when writing themes. Write on only one side of the paper.

Style Guide

FORM FOR FOOTNOTES

Footnotes are necessary for statistics, quotations, and any statements that might be questioned.

[1] Tom Prideaux, "Everything's up to Date in Elsinore," Life, April 24, 1964, p. 91.

[2] Bernard Beckerman, Shakespeare at the Globe 1599-1609, p. 63.

[3] Ibid., 72.

[4] "Play's the Thing," Senior Scholastic, April 24, 1964, p. 4.

[5] "Oregon's a Stage," vertical file.

[6] Robert Knoll, interviewed by John Jones, September 29, 1978.

[7] "Mediaeval and Elizabethan Theatres," Encyclopaedia Britannica, vol. 22, p. 31.

[8] "The Seven Stages," Chicago Tribune, October 16, 1965, p. 9.

[9] Beckerman, p. 65.

[10] Tucker Brooke, ed., Shakespeare of Stratford, p. 112.

[11] Winston S. Churchill, A History of the English-Speaking Peoples, quoted in Pooley, Robert C., et al., England in Literature, P. 94.

DIAGNOSIS OF STUDENT WRITING

based on

TARGET: WRITING UNITS

To the Teacher:

Use the form on the reverse side of this page to diagnose your students' writing needs. In the left-hand column, write the names of your students. In the boxes over the right-hand side of the page, write the names of the TARGET: WRITING units for the year. Include the unit objectives.

Then, assign writing focused on a TARGET: WRITING unit. Review the characteristics of each objective in the curriculum guide. Go over each student's writing carefully. Look for obvious evidence that the student needs more work with a writing objective. Then place a mark (dash, check, or whatever) alongside the student name, and under the appropriate objective. After you have completed diagnosis for the same item for the entire class, summarize (1) needs common to all or most of the students, (2) needs shared by certain groups of students, only, and (3) individual needs of students. From this tabulation, establish priorities of needs. Rank highest those which are most serious for the class, the groups, and the individual writers. Meeting such needs will be your teaching focus.

DIAGNOSIS OF
STUDENT WRITING
for the students of:

Teacher ____________________

Grade __________ *School* __________

Date ____________________

DIAGNOSIS OF STUDENT USE OF WRITING MECHANICS

based on

THE WRITING MECHANICS GRID (gold, Appendix C)

To the Teacher:

Use the form on the reverse side of this page to diagnose your students' writing mechanics needs (punctuation, capitalization, usage, etc.) In the left-hand column, write the names of your students. On the lines over the right-hand side of the page, write the writing mechanics FOCUS expectations for the year, using the gold Appendix C Writing Mechanics grid as a guide.

Then, assign writing focused on any TARGET: WRITING unit. Go over each student's writing carefully. Look for **obvious** evidence that the student needs more work with a writing mechanics item. Then place a mark (dash, check, or whatever) alongside the student name, and under the appropriate item. After you have completed diagnosis for the same item for the entire class, summarize (1) needs common to all or most of the students, (2) needs shared by certain groups of students, only, and (3) individual needs of students. From this tabulation, establish priorities of needs. Rank highest those which are most serious for the class, the groups, and the individual writers.

Meet student needs by including instruction and evaluation of only a few mechanical items in any one writing assignment. Choose for any writing assignment the writing mechanics which reasonably relate to it. By distinguishing between first draft and revised draft of writing, avoid confusion of the creative act of writing with concern about accuracy of writing mechanics.

USE OF WRITING MECHANICS DIAGNOSIS

for the students of:

Teacher

Grade School

Date

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BOARD OF EDUCATION

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